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ABSTRACT

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports and programs that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers the basic elements of affective education, including the interrelationships between learning, self-concept, career development, and self-actualization. One hundred and fifty-five document abstracts have been retrieved. (Author/PC)

ED106748

searchlight

Relevant Resources in High Interest Areas

20R RETROSPECTIVE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

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This search covers the basic elements of affective education, including the inter-relationships between learning, self-concept, career development, and self actualization. (155 document abstracts retrieved)

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CG 400 127

Psychological & Affective Education

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Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 048 294 TE 002 29:

Ertle, Charles Dressler

A Study of the Effect of Homogeneous Grouping on Systematic Desensitization for the Reduction of Interpersonal Communicative Apprehension.

Pub Date 69

Note—77p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor Michigan 48103 (Order No. 70-9530, MFilm $3.00, Xerography $4.20)

Document Not Available from EDRS.

Descriptors—*Anxiety, Communication Problems, Experimental Groups, Extinction (Psychology), *Heterogeneous Grouping *Homogeneous Grouping, *Public Speaking *Speech, Speech Skills, Training Techniques

Identifiers—*Systematic Desensitization

Systematic Desensitization (S. D.) training which has been successfully used both in dividually and in small groups to reduce people's communicative anxiety, must eventually be applied in large training groups to be economica and efficient. In large heterogeneous group work however, it is important to determine the possible detrimental effects to the less anxious subjects caused by the slow pace of the highly anxious subjects who are training with them. For this study, the hypothesis was tested that homogeneously assigned training groups would achieve a significantly greater reduction of anxiety than heterogeneously assigned training groups, who would, in turn, show a significantly greater reduction of anxiety than a comparable control group. Students enrolled in a basic public speaking course who experienced a high level of communicative anxiety and volunteered for training were assigned either to a homogeneous, heterogenerous, or a control group for work. After 5 hours of Systematic Desensitization training in these groups, tests were given and data were analyzed. Findings did not confirm the hypothesis, however. (Author/JM)

ED 048 344 TM 000 417

Bennett, Charles R. Entin, Elliot E.

The Effects of Test Anxiety, Course Importance, and Future Orientation on Persistence and Academic Performance.

Pub Date Feb 71

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *Anxiety, College Students, Males, Performance Factors, *Persistence, *Student Attitudes, *Student Motivation, Task Performance

Identifiers—Long Term Involvement Questionnaire (LTI), Test Anxiety Questionnaire (TAQ)

The theory of achievement motivation with a modification involving future orientation, was used to predict that: (a) subjects who perceive a course examination to have future implications should perform better than those who do not; (b) Highly anxious subjects who perceive the course examination to have future implications should persist longer at the task than low anxious subjects who are also future oriented; and (c) these predicted differences are intensified in the group that perceives the course as important and attenuated in the group that does not. The persistency hypothesis was supported, bu the performance hypothesis was not. The third hypothesis was only partially supported. (Author)

ED 048 391 UD 011 297

Powell, Gloria J. Fuller, Marielle

School Desegregation and Self-Concept: A Pilot Study on the Psychological Impact of School Desegregation on 7th, 8th and 9th Graders in a Southern City.

California Univ., Los Angeles. Neuropsychiatric Inst.

Spons Agency—Meharry Medical Coll., Nashville, Tenn.; Mount Holyoke Coll., South Hadley, Mass.

Pub Date 25 Mar 70

Note—35p.; Paper presented at the 47th Annual Meeting of the American Orthopsychiatric Association, San Francisco, Calif., March 25, 1970

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Integration Effects, Junior High School Students, Negro Students, *Race Relations, *Racial Attitudes, *School Integration, *Self Concept

This pilot study on the psychological impact of school desegregation on seventh, eighth, and ninth graders in a Southern city was done by giving a Self-Concept Scale and a Socio-Familial Questionnaire to 614 white and black students in segregated and desegregated schools. In addition to comparing the effect of desegregation, the investigators are interested in identifying the variables related to positive or negative self concepts. The report concludes that there is a self concept gap between Negro and white students, with Negro students having significantly higher scores than white students on the self concept scale. Those Negro students achieving the higher self concept scores are those in segregated or predominantly black schools. [This document is not available in hard copy due to marginal legibility of the original. Also, part of the bibliography (page 22) was missing from the original.] (Author/JW)

ED 049 817 24 PS 004 512

Feldman, Ronald, Comp. Coopersmith, Stanley, Comp.

A Resource and Reference Bibliography in Early Childhood Education and Developmental Psychology: The Affective Domain.

California Univ., Davis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2867

Pub Date 71

Contract—OEC-1-7-062867-3053

Note—155p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Affective Behavior, Aggression, *Bibliographies, *Child Development, Creativity, *Early Childhood, Individual Development, Motivation, Social Development

This bibliography provides a comprehensive listing of the reference literature in early childhood (ages 2-9) psychology and education dealing with the affective domain. Categories such as achievement motivation; aggression; anger and frustration; character and moral development, creativity; games; and social behavior are included. One of the 27 sections lists general references in the field of education and child development and includes books, anthologies, and papers. (References and material relevant to the cognitive domain will appear in a separate report.) The bibliography was prepared for use by both the practitioner and the researcher and includes nontechnical treatments of subjects as well as major research articles. Articles published within the past ten years (1960-1969), and especially within the past five years (1965-1969), are emphasized. Four different types of articles are entered for each topic: theoretical treatments; specific research findings; teacher practices; and curricular material. A code identifies listings of particular use to persons involved in teaching or curriculum design, and listings which contain a review of the literature. Availability information is also given. (Author/NH)

ED 049 868 RC 005 236

Mangano, James F. Towne, Richard C.

Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement.

State Univ. of New York, Geneseo. Center for Migrant Studies.

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Geneseo. Coll. of Arts and Science.

Pub Date [70]

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, *Academic Achievement, Behavior, Family Influence, Migrant Adult Education, *Migrant Children, *Parent Attitudes, *Puerto Ricans, *Self Concept

The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Specific aspects investigated were (1) Can the images and expectations which migrant parents hold for their low-achieving children be positively modified? (2) Will systematically increased images and expectations as perceived by migrant children result in enhanced self concepts of ability? and (3) Will enhanced self-concepts of ability result in significant increases in academic achievement? A sample of 21 children of Puerto Rican descent, 12 in the experimental group (aged 6 to 16) and 9 in the control group (aged 7 to 14), was utilized in a pre-post design. Data collected through the administration of the reading and arithmetic subtests of the "Metropolitan Achievement Test" and a Spanish translation of the "Michigan State General Self-Concept of Ability Scale" were analyzed by a 1-tailed t-test for related measures. The results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement of the experimental group, as measured by the instruments described, increased significantly. (Author/MB)

ED 049 965 SO 000 972

Weinstein, Gerald, Ed. Fantini, Mario D., Ed.

Toward Humanistic Education: A Curriculum of Affect.

Ford Foundation, New York, N.Y.

Pub Date 70

Note—230p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 ($7.00)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Affective Behavior, Affective Objectives, *Behavioral Objectives, Classroom Games, Cognitive Objectives, Curriculum Development, Diagnostic Teaching, *Educational Strategies, Elementary Grades, Humanism, *Learning Motivation, Models, Relevance (Education), Self Concept, Sequential Programs, Student Attitudes, *Teaching Models, Teaching Procedures, Values

Identifiers—*Elementary School Teaching Project, ESTP

Professionals as well as parents will find here

an argument and model for implementing humanistic education in public schools at all levels. Stemming from the Elementary School Teaching Project by the Ford Foundation which found that the student's feelings influence his ability to learn, this book attempts to develop a model which will utilize the student's affective concerns to motivate him to learning in a cognitive way. The model directs the reader's attention first to the workings of attitudes and values and then to practical instructional procedures which aid the teacher in diagnosing the student's interest and in teaching traditional materials on such a basis. A concluding section anticipates some arguments which might be made against humanistic education and attempts to answer the arguments. (CWB)

ED 050 083 TE 002 350

Wells, Judith

A Study of the Effects of Systematic Desensitization on the Communicative Anxiety of Individuals in Small Groups.

Pub Date Jun 70

Note—76p., M.A. Thesis, San Jose State College

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Analysis of Variance, *Anxiety, *Behavior Patterns, *Interpersonal Competence, *Oral Communication, Psychological Studies

Communicative anxiety, its corresponding avoidance behavior, and the relationship of the two to communication performance in the small group are investigated. Various definitions of anxiety are discussed. Objectives of the study are to increase knowledge in the area of anxiety reduction, avoidance behavior and communication performance by (1) widening the use of Systematic Desensitization (S.D.) to include all levels of anxiety, (2) broadening the technique by utilizing S.D. in the classroom, (3) increasing knowledge of the behavioral effects of S.D. by measuring the amount of interaction that takes place in a small group discussion after S.D. has been employed. Two control and two S.D. groups of college students were tested. Pre and Posttest analyses of variance of their anxiety level were performed. Results indicate that no significant interaction effect could be found between anxiety level and treatments for low and middle level anxiety subjects, but that it could be found for high level ones. (CK)

ED 050 085 TE 002 354

Ralph, David C. Gust, Blaine

Implementing a Systematic Desensitization Laboratory.

Pub Date Dec 70

Note—10p., Paper presented at the Speech Communication Association Annual Meeting (56th, New Orleans, December 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, College Instruction, *Communication (Thought Transfer), *Communication Problems, Program Descriptions, *Public Speaking, *Training Techniques

Identifiers—*Systematic Desensitization Training

A systematic desensitization therapy program to reduce anxiety in speakers has been developed and implemented at Michigan State University for those students in basic speech courses who have been identified by "The Personal Report of Communication Apprehension" (PRCA) as having severe speech anxiety and thus being in need of Systematic Desensitization (SD) training. Subjects, in groups of five or six, participated in five 1-hour sessions which featured relaxation exercises designed to reduce anxiety in certain communication situations. An analysis of pretest and post-test scores on the PRCA indicated that students who were involved in SD training were significantly less anxious and more relaxed than those who were eligible for the program, but did not participate. (Materials include PRCA test forms and specific suggestions for setting up an inexpensive SD laboratory.) (JM)

ED 050 [illegible] TE 002 362

Morris, Clyde

Communication and Conflict Resolution: A Prototype Course for Undergraduates.

Pub Date Dec 70

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Changing Attitudes, *College Instruction, *Communication (Thought Transfer), *Conflict Resolution, Dogmatism, Group Discussion, Group Dynamics, *Role Playing, *Self Concept, Speech

To provide students with experience in conflict resolution, 44 undergraduates were trained in theories and practical methods of resolving conflicts and of communicating in their relationships with family, friends of the opposite sex, roommates and peer groups. During five sessions of 3 hours each, the experimental sections explored by means of contrived situations (1) the importance of not putting one's ego "on the line," (2) destructive and constructive conflicts, (3) the problem of prejudice when seen as part of one's own psychological makeup, (4) consequences of revealing one's self to others in group discussion, and (5) the importance of labeling experiences to put them in proper context. Course evaluations were obtained from students through a 26-item evaluation form which identified the course's strengths and weaknesses, and from a pretest and post-test questionnaire which measured changes in their dogmatism, trust, and attitudes toward communication and conflict. An analysis of these tests indicated that, although no changes occurred in the students' dogmatism scores, the group changed positively in their attitudes toward conflict, in their self awareness and insight, and in their trust of each other. Appendices include a bibliography of suggested readings on conflict resolution, materials for role playing, and evaluation forms. (JM)

ED 050 173 TM 000 570

Campbell, Paul B. Beers, Joan S.

Definition and Measurement in the Affective Domain: Appreciation of Human Accomplishments.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, Factor Analysis, *Grade 5, *Grade 11, *Measurement Techniques, Pictorial Stimuli, Reliability, *Research Tools, Test Construction, Visual Measures

Identifiers—Pennsylvania Inventory of Cultural Appreciations, *Pennsylvania Plan, PICA, Things People Do Inventory, TPD

The first three levels of the taxonomy in the affective domain guided the development of two inventories--the Pennsylvania Inventory of Cultural Appreciations (PICA) for 11th graders and Things People Do (TPD) for 5th graders--to measure appreciation of human accomplishments in seven areas: politics, sciences, sports, literature, visual arts, music, and theatre. Alpha coefficient for the PICA is .92, and for the TPD, .79. Photographs are used in the TPD. With a sample of 3,000 at each grade level, analyses of the instruments included comparison of means, analysis of correlations, factor analysis and analysis of cumulative structure. The hypothesized hierarchical structure is supported by the TPD data but not by the PICA data. Many inferences and implications are discussed. (Author/GS)

ED 050 396 CG 006 400

Foulds, Melvin L.

The University Growth Center: A Review of Research Findings.

Bowling Green State Univ., Ohio.

Pub Date 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Group Experience, Human Development, *Individual Development, Interpersonal Relationship, *Learning Experience, *Self Actualization, Sensory Experience

This paper discusses the effects on college students of a weekly personal growth group and a marathon growth group, both of which are forms of experiential learning focusing on expanded awareness of self and environment, authenticity, and more effective interpersonal communication. The experiential-Gestalt growth group is a relatively unstructured group experience which emphasizes the exploration and expression of here-and-now feelings concerning self and other group members. Focus is put on what "is," on awareness of one's experiencing and interpersonal interactions, and on awareness of ways in which one prevents himself from feeling, moving, and living more fully and honestly. Marathon growth groups, a time extended growth group experience, are a group practicum in intimate, authentic, human interaction to facilitate a transition from self defensive alienation to transparency and psychological intimacy through genuine encounter. The studies support the proposition that the experiential-Gestalt growth group may be an effective method for fostering the process of personal growth and experiential learning in relatively healthy, growth seeking individuals. The growth center model is currently being implemented at Bowling Green State University. (Author/TA)

ED 050 464 EA 003 484

Curtis, Thomas E.

"What Is a Humanizing Curriculum?"

Pub Date 24 Feb 71

Note—11p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum, *Curriculum Design, Curriculum Planning, Educational Change, *Educational Philosophy, Educational Problems, Humanism, Humanities Instruction, *Individualism, *Self Actualization, Social Values, *Student Centered Curriculum

Current educational philosophies stress the need to personalize education. Emphasis must be placed on the needs and interests of individuals, and curricula must be constructed to enable students to actualize their own potentialities. The humanizing curriculum centers on the student, and the teacher helps to plan, guide, and evaluate the individual rather than to transmit selected facts. Four types of humanizing curricula are being introduced that differ primarily in their view of the centrality of man in his relations with his environment. One type emphasizes humanities instruction, while the other three conceive of man as (1) a social creature, (2) a unique individual, and (3) an introspective analyst. (Author/RA)

ED 051 876 PS 004 756

Gordon, Ira J.

On Early Learning: The Modifiability of Human Potential.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 71

Note—52p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00, NEA Stock No. 611-17842)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Community Involvement, Cultural Factors, *Early Experience, Educational Change, *Intellectual Development, Longitudinal Studies, Parent Participation, *Personality Development, *Self Concept, *Stimulation

Three major educational goals suggested for the child are: (1) that he learn to balance a concept of himself as both an individual and a group member; (2) that he became competent so that he will feel he can influence the events that affect his life; and (3) that he develop a positive sense of self-esteem. A transactional view of development and the role of culture are

discussed, and an overview of longitudinal studies which explore relationships between early child experience and later personality and intellectual development is presented. Studies which investigate the effects of different types of stimulation upon the development of the young child are discussed. The need for new measures of intellectual development in the early years is emphasized, for measures currently in use have no predictive validity. Educators should not confine their efforts to the cognitive domain, but should involve parents and the general community in all aspects of education, including decision making. (NH)

ED 052 478 CG 006 483

Banmen, John Capelle, Ron

Human Relations Training in Three Rural Manitoba High Schools.

Manitoba Dept. of Youth and Education, Winnipeg.

Pub Date Apr 71

Note—25p.; Paper presented at the National Council on Human Relations Convention in Winnipeg, Manitoba, April, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counselors, Effective Teaching, *Human Relations Programs, Inservice Programs, *Interpersonal Competence, Secondary School Counselors, Secondary School Students, *Secondary School Teachers, *Self Actualization, Student Needs, Student Teacher Relationship, Teacher Behavior, *Teacher Improvement

It is assumed that too few principals, teachers and counselors possess the necessary personal characteristics which facilitate the growth or self actualization of students. This study investigates whether these qualities could be developed, using a model of human relations training. Four hypotheses were formulated: (1) teacher self actualization, as measured by the Personal Orientation Inventory, will be higher after human relations training; (2) attitudes toward the educational process, as measured by the Educational Process Opinionnaire, will change; (3) human relations training will increase the value, to the participants, of inclusion and affection, and decrease the value of control; and (4) participants' post-training overt behavior will be more consistent with the behavior they desire from others. Hypotheses I and II were supported, i.e. there were significant changes in the direction predicted. Hypotheses III and IV received partial support. It is concluded that human relations training can be of value in assisting educational personnel development of personal characteristics which enhance their functioning. (TL)

ED 052 556 EC 032 692

Long, Nicholas J., Ed. And Others

Conflict in the Classroom: The Education of Children with Problems.

Pub Date 71

Note—587p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California 94002

Document Not Available from EDRS.

Descriptors—*Behavior Problems, Class Management, Clinical Diagnosis, *Educational Methods, Educational Programs, *Emotionally Disturbed, *Emotional Problems, *Exceptional Child Education, Identification, Therapy

The collection of readings deals with teaching and managing both emotionally disturbed children and children who are in a state of emotional disturbance or conflict due to external factors. The readings in the first chapter, selected from fictional and non fictional literature and other sources, illustrate how it feels to be emotionally disturbed by describing what the disturbed child feels like from within. The chapter is divided into three parts: one pictures basic intrapsychic difficulties, the second shows aspects of society which breed disturbed behavior, and the third concerns drug use. Other chapters contain selections on identification and diagnosis of the disturbed child, kinds of help available (individual psychotherapy, therapies with different media, group therapy), kinds of schools and programs available, teaching strategies (the behavior modification, educational, behavioral science, and social competence models and, particularly, the psychoeducational model), mental hygienic management in the classroom, and evaluation of methods and treatment. Chapters are preceded by editors' introductions and individual articles are often followed by editorial comments. (KW)

ED 052 893 RE 003 637

King, Luanne P.

The Relationship of Affective Changes to Cognitive Skills Development.

Pub Date Apr 71

Note—19p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, *Affective Objectives, *Cognitive Development, Cognitive Objectives, Comprehension Development, Conference Reports, *Educational Objectives, Individual Development, Knowledge Level, *Personal Adjustment

Schools have been paying too much attention to intellect alone, ignoring the total development of the student as a whole. Bloom's Taxonomy of Educational Objectives in the cognitive domain categorizes knowledge into knowledge of specifics, knowledge of ways and means of dealing with specifics, and knowledge of the universals and abstractions in a field. Intellectual ability and skills are categorized into comprehension, application, analysis, synthesis, and evaluation. A second taxonomy of educational objectives, by Krathwohl, Bloom, and Masia, relates to the affective domain and leads to an understanding of the whole learning self. It deals with interests, attitudes, values, appreciation, and adjustment. These are characterized as receiving, responding, valuing, organizing, and characterizing by a value or value complex. These educational objectives involve a greater inclusiveness and are related to both the cognitive and affective domain. It is time to create programs and educational settings which will help meet these objectives. We are beginning to see students as whole persons with a broad spectrum of needs, and we need to have more respect for their potentials. We want them to be independent learning persons who are intellectually competent, articulately communicative, emotionally free, idea seeking, idea creating, and honest in their relationships. References are included. (AW)

ED 053 401 CG 006 539

Phillips, Beeman N.

Anxiety and School Related Interventions: A Selective Review and Synthesis of the Psychological Literature. Interpretive Study II. Division of Research Reports.

New York State Education Dept., Albany. Div. of Research.; Texas Univ., Austin.

Report No—BSCR-003-71

Pub Date Mar 71

Note—144p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Academic Achievement, Academic Performance, *Anxiety, *Behavior Change, Educational Environment, *Educational Experience, Educationally Disadvantaged, *Learning Difficulties, Psychological Patterns, Underachievers

This is the second in a series of studies designed to make the latest research on selected topics available to the educational community. Specifically, this report reviews, synthesizes, and interprets the literature on anxiety. The various chapters: (1) describe the different ways in which anxiety can be viewed as a response (eg. phenomenologically, physiologically, and behaviorally); (2) discuss and evaluate what learning theory, psychoanalytic theory, and cognitive theory have to say about anxiety; (3) contain information pertinent to the different methods for measuring anxiety; (4) present the research on the antecedents, concomitants and consequences of anxiety for learning and school performance; and (5) elaborate primary, secondary and tertiary intervention strateries which are feasible in the school setting. The appendices contain discussions focusing on testing for anxiety, as well as samples of a number of such tests. (TL)

ED 054 481 CG 006 611

Seamons, Terry R.

The Role of Relaxation in the Desensitization Process: Guidelines and Precautions.

Provo City School District, Utah.

Pub Date Apr 71

Note—12p.; Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, *Behavior Change, *Conditioned Response, Desensitization, *Evaluation, Literature Reviews, Therapy

The theoretical basis for Wolpe's systematic desensitization, with its principle of reciprocal inhibition and its emphasis on the role of physiological relaxation, is explained. The author examines the literature relevant to the effectiveness of desensitization with, and without, relaxation, as well as the effectiveness of relaxation alone. All 3 areas of emphasis are found to be supported by current research, thus producing a dilemma: relaxation vs. desensitization? Two attempted theoretical rapprochements are brought to bear on the problem, both of which call into question Wolpe's neurophysiological explanation of the principle of reciprocal inhibition. Is it actual physiological relaxation (musculature) or is it cognitions which account for the success of desensitization? Other problem areas encountered in the use of relaxation and desensitization are explored. In a final, brief section, the author discusses the practical implications which these techniques have for counselors. (TL)

ED 056 006 SP 005 380

Zodikoff, David

The Use of Comprehensive Models in Classroom Instruction.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Objectives, *Cognitive Development, *Conceptual Schemes, Economics, Geography, History, Political Science, *Social Sciences, Sociology, *Teaching Models

The instructional models included in this report have been developed as an attempt to combine relevant factual and conceptual knowledge with a pre-planned teacher effort to correlate these cognitive learnings with specific attitude development on the affective level. Each of the four models connects specific concepts, skills, and attitudes (empathy, independent thinking, social responsibility, democratic living, and group cooperation) with one or more social science areas, which include history, geography, sociology, economics, and political science. The model is so designed that a wide variety of content, skills, and attitudes can be integrated into the same basic structure. (MBM)

ED 056 040 TE 002 642

Alsbrook, Eleanor Young

Changes in the Ethnocentrism of a Select Group of College Students as a Function of Bibliotherapy.

Pub Date 70

Note—85p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5024: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Bibliotherapy, *English Instruction, Ethnic Relations, *Racial Discrimination, *Self Concept, *Student Attitudes

The purpose of this study is to investigate bibliotherapy relative to changes in the ethnocentrism of four groups of adult, white college students at the University of Louisville. The study seeks to establish the extent of prejudice exhibited by the selected subjects, and with the use of bibliotherapeutic techniques as an input to the selected subjects, the study seeks to determine changes in ethnocentrism. Two groups read and discussed additional material; one group read but did not discuss the materials; and a control group read no additional material. Data were obtained from Personal Data Sheets and the results of the Adorno Ethnocentrism (E) Scale. Attitude change was a difference score determined by subtracting the post treatment score from the initial score on the Adorno E Scale. The major findings are that significant reduction in ethnocentrism was produced in both the Reading-Discussion and Reading-Only groups, and that their post-treatment attitude gains had been retained when tested one month later. The control group showed little change in all three tests. (Author/DB)

ED 056 301 AC 012 069

Kemp, C. Gratton

Small Groups and Self-Renewal.

Pub Date 71

Note—264p.

Available from—The Seabury Press, New York ($7.95)

Document Not Available from EDRS.

Descriptors—Evaluation Techniques, *Group Experience, Human Relations, *Individual Development, *Interaction Process Analysis, *Leadership Training, Organizations (Groups), Perceptual Development, *Self Concept, Self Evaluation, Social Change

Identifiers—Self Evaluation Scale

This book has three emphases: the exploration and clarification of (1) the foundation of the group in several disciplines and in the changing concepts of civilization, (2) the nature of various groups -theories, methods, problems, needed skills, and evaluation processes, and (3) leadership preparation and application of group process to the various aspects of life and work. Nine chapters are included: Group Issues and Possibilities Today, The Nature of the Small Group, Group Patterns, Group Process, The Leader, The Group Member, Special Problems in Interaction, Putting Group Process To Work, and Studying the Group. The book is planned for both lay and professional worker in the church, the school, and in social, business, and recreational organizations who are involved in the constructive development of persons through the group experience. The following premises provide a consistent basis for understanding the content: (1) The possibilities of group process for self-renewal are based on the potentialities and limitations of man himself. (2) The realization of these possibilities is directly related to man's openness to experience, knowledge, skills, and interest in becoming. (3) The concept of individual differences is basic to the provision of the optimal helping relationship; (4) Ability to participate and benefit from the group experience is a developmental process; (5) Group process enhances the potential for change in the perceptions and self-concepts of the members. (Author/CK)

ED 056 321 CG 006 684

Downing, Lester N.

The Innovative Use of the Relaxation Process in Counseling.

Brigham Young Univ., Provo, Utah.

Pub Date Apr 71

Note—12p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Behavior, *Behavioral Counseling, *Behavior Change, *Counseling, Counseling Effectiveness, *Counseling Goals, Counselor Performance, *Desensitization, Inhibition

Identifiers—Relaxation Process

This paper demonstrates how the proper use of the relaxation process may: (1) make the counseling experience more fruitful and pleasant; (2) facilitate the maximum functioning of the client; (3) reduce physical and emotional tensions; (4) create a physical condition more conducive to attacking other problems; (5) clear the mind for clear and logical thinking; and (6) promote productive and creative efforts by which worthwhile achievements may be realized. The other discusses the goals and possible outcomes of counseling and the place of relaxation in this process. Much of the paper is given over to the principles and actual mechanics involved in relaxation training. Emphasis is on relaxation as a tool for building self-confidence in the client, as well as on behavior changes. A brief consideration of the limitations of the relaxation process concludes the paper. (Author/TL)

ED 056 450 40 EC 040 542

Bijou, Sidney W.

Application of Behavioral Principles to the Remedial Instruction of Retarded and Emotionally Disturbed Young Children. Final Report.

Illinois Univ., Champaign. Child Behavior Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-23-2030

Pub Date Aug 71

Grant—OEG-0-9-232030-0762(032)

Note—166p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, *Behavior Change, *Curriculum Development, *Emotionally Disturbed, *Exceptional Child Research, Instructional Materials, *Mentally Handicapped, Primary Grades, Remedial Programs, Special Classes, Teaching Methods

Empirical behavior principles were applied to the development of remedial teaching procedures and materials for retarded and emotionally disturbed students ages 5-8. Students were referred by schools as severe behavior problems or extreme learning disability cases; intelligence ranged from retarded to normal. Research, conducted in two laboratory classrooms, involved the individual-organism design in which each child served as his own control. Research on preparing programed instructional materials resulted in individualized programs in beginning reading, arithmetic, writing, spelling, and language. Research on procedures included development of individual pupil assessment techniques, a structure for the class day, techniques for modifying social-emotional behavior in the classroom, procedures for training the teacher's assistant and parents, and analysis of associated theoretical and methodological problems. Conclusions were that handicapped children can make academic and personal-emotional-social progress in such special classes at the primary level; that teacher aides are necessary to help with individualized instruction; that the teacher training curriculum needs to include behavioral technology; and that, with modifications, findings can be incorporated into public school special classes. (KW)

ED 057 382 CG 006 759

Mann, Jay

Applying Observational Learning to Student Problems, Such as Examination Anxiety, in School Settings.

Pub Date Sep 71

Note—10p.; Paper presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Behavioral Science Research, *Behavior Change, Behavior Development, *Desensitization, *Junior High School Students, *Learning, Testing Problems, Test Wiseness, Visual Learning

This symposium paper describes 2 experiments in which the principles of observational learning were applied in school settings to the treatment of 2 separate groups of test-anxious junior high school students. The first experiment was designed to test the assumption that the counterconditioning responses thought to occur in systematic desensitization of avoidance behavior could be acquired vicariously. The 2nd was designed to permit evaluation of the effects of expectations for benefit and diverse observational styles exhibited by observer subjects. Results included: (1) experimentals achieved a substantial and highly significant decrease in reported test anxiety; the control group increased slightly in anxiety; (2) neither vicarious nor direct treatment, group or individual, or any combination of these treatments produced differential change; and (3) observation of desensitization, using either live or videotaped stimuli, appears to offer an economical and efficient method of treating test anxiety in the school setting. (TA)

ED 058 119 SO 002 132

Brown, George Isaac

Human Teaching for Human Learning. An Introduction to Confluent Education.

Esalen Inst., Big Sur, Calif.; Ford Foundation, New York, N.Y.

Pub Date 71

Note—301p.

Available from—The Viking Press, 625 Madison Avenue, New York, New York 10022 ($8.50)

Document Not Available from EDRS.

Descriptors—Activity Units, *Affective Objectives, Cognitive Objectives, Educational Philosophy, Elementary Grades, Group Dynamics, Humanism, *Human Relations Programs, Interdisciplinary Approach, *Laboratory Training, Learning Processes, Psychoeducational Processes, Relevance (Education), Role Playing, Secondary Grades, *Sensitivity Training, *Sociodrama, Teacher Education

Identifiers—*Confluent Education, Ford-Esalen Project in Affective Education, Humanistic Education

This book presents the results derived from the Report to the Ford Foundation on the Ford-Esalen Project in Affective Education. Confluent education refers to a philosophy and a process of teaching and learning in which the affective and cognitive aspects of learning flow together. The project's purposes were: 1) to assemble the various approaches to affective learning from the variety of activities in Esalen's workshops and other sources; 2) to examine and select those approaches appropriate for the classroom. An introduction to and a rationale for the concept of confluent education comprises chapters 1 and 2. 40 samples of affective techniques within the context of an Esalen workshop are presented in chapter 3 with a transcript of a one-day project workshop appendix. Actual activity units used by teachers in secondary English and Social Studies classes are presented in Chapter 4. Personal reports by teachers of their teaching experiences appear in chapters 5 through 7. The project's conclusions and positions on the three issues freedom and responsibility, educational change, and citizenship are discussed in chapter 8. The book concludes with two brief chapters on the implications of teaching confluent education. (DJB)

ED 058 593 CG 006 839

Eylon, Yizhar

Warmth, Competence, and Identification.

Pub Date Jun 71

Note—20p.; Paper presented at Canadian Psychological Association Convention, Newfoundland, June 3-5, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Behavior, *Association (Psychological), *Behavioral Science Research, *Identification (Psychological), *Role Perception, Role Theory, *Self Concept

Sixty young males enrolled in an introductory course in psychology rated themselves on a series of 7-step, bipolar, adjectival scales. Afterwards they observed a young man perform a simple mechanical task, performed the same task and then rated the young man and themselves again. It was found that when the subjects perceived the young man as personally warm, they projected onto him attributes, which, they believed, characterized them. When the young man was perceived as warm and/or competent in the mechanical task, the subjects viewed themselves as more

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similar to him than in the absence of these perceptions. The results were interpreted as supporting Kagan's theory of identification. (Author)

ED 058 691 EC 041 167

Rousseau, Frank

Behavioral Programming in the Re-Education School.

Tennessee State Dept. of Mental Health, Nashville.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 71

Note—17p.

EDRS Price MF-$0.65 HC $3.29

Descriptors—*Behavior Change, *Behavior Problems, *Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, Operant Conditioning, Reinforcement

Discussed briefly are techniques of behavior change used in behavioral programing for emotionally disturbed elementary school children with behavior problems. The author considers the child's ecology as a significant influence on the child's behavior, by which he means all the experiences and relationships that a child encounters in his educational environment. Ten behavioral assessment steps are described for use in attempting to extinguish already established inappropriate behaviors. After receiving an educational diagnosis, the child's academic and behavioral programs are mapped out. Both short-term and long-term goals are established for the child. Mentioned briefly are contingency contracting, the Premack principle in which the reward is adapted to the child, group activities, token economy, and time out. (For two related pamphlets, see EC 041 166 and EC 041 168.) (CB)

ED 058 945 PS 005 341

Stern, Carolyn And Others

Therapeutic Interventions with Emotionally Disturbed Preschool Children.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 71

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Problems, *Child Psychology, Community Involvement, Comparative Analysis, Control Groups, *Emotionally Disturbed Children, Experimental Groups, Hypothesis Testing, Intervention, *Preschool Children, Problem Solving, Psychotherapy, Research, Socioeconomic Status, Therapeutic Environment, *Therapy

This investigation consisted of two studies. In Experiment I, three methods of dealing with the identified emotionally disturbed child were compared, simultaneously testing the hypothesis that community personnel can be taught to work effectively with these children. Under the three treatments, the identified child was either: (1) removed from his classroom and bussed to a special site, (2) retained in the regular classroom but taken into a special room each day to spend 20-30 minutes with a trained therapist, and (3) retained in the classroom, but with the constant support of a paraprofessional aide. In Treatment 1, these referrals had been made without consulting the research staff. For Treatment 2 and Treatment 3, stratified random assignment was made to either treatment from a large number of children identified and observed by the psychologist and the therapists. There were a total of 68 children in the combined treatment and control groups. Experiment II compared the preschool population of two clinic schools using a similar psychodynamic approach. One aspect of the investigation was designed to determine whether there were any basic differences in the type of emotional problems which characterized children from different socioeconomic backgrounds. In Experiment I, the success attained showed that community personnel can help slightly disturbed children. Although the second Experiment was never fully implemented, there seems to be sufficient basic to conclude that the problem behaviors of young children are very similar, regardless of backgrounds. (Author/CK)

of junior high school students. About 75 percent of the sample of 320 students came from Mexican-American backgrounds. A two-group pretest-posttest design was used. The subjects could not be randomly assigned to treatment and control groups because the CAI program had been operating for several years in the school. The conclusions of this study are: the CAI program promoted realistic attitudes toward math; CAI may be an efficient, effective form of remedial instruction; CAI did not prove dehumanizing, and no across-the-board negative attitudes resulted from the program; there is no best way of presenting educational material to all students. (Author)

ED 063 553 CG 007 231

Turner, David Balow, Bruce

Social Learning Theory and Group Behavioral Change.

Pub Date 68

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, Cooperative Planning, *Emotionally Disturbed Children, Group Activities, *Group Dynamics, Imitation, Learning Theories, *Models, Personality Tests, *Socialization

This study investigated whether collaborative and socially sensitive behaviors, necessary in group problem solving, can be taught to emotionally disturbed children in residential treatment centers. The sample consisted of 180 males ranging in age from nine through 12 years in 12 residential centers. The children were required to perform a performance-situational task of three construction type problems, to assess their skill in social relations. They were scored according to two criteria: the Planning Stage, during which a plan of action was devised, and the Operations Stage, during which the group put its plan into effect. Participation, communication, ideas, quality of the plan, involvement, autonomy, atmosphere, activity and success were all evaluated for each child. Analyses of posttest variables of the experimental group (exposed to a film modeling cooperative behaviors) and the control group (exposed to a "neutral" film) indicated that modeling of behaviors through a filmed technique can produce positive changes in the cooperative group behaviors of children identified as emotionally disturbed. (Author/KS)

ED 064 353 TM 001 521

Huberty, Carl J. And Others

An Evaluation System for a Psychoeducational Treatment Program for Emotionally Disturbed Children.

Pub Date Apr 72

Note—27p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Emotionally Disturbed Children, *Evaluation Methods, *Measurement Instruments, *Psychoeducational Processes, Rating Scales

A general description of an overall evaluation system which is being implemented in a center for emotionally disturbed children is presented. The system is based upon three types of activities: planning, monitoring, and appraising. The application of the system to the evaluation of direct services to children is outlined. The evaluation plan for the child treatment program involves five phases: intake, staffing, monitoring, termination, and tracking. Three periodic measurement instruments used during the monitoring process are discussed: a clinical behavioral scale completed by a psychologist; a behaviorally based instrument completed by trained evaluators; and a rating form completed jointly by a monitor and therapist(s). (Author/DB)

ED 064 869 EM 009 853

Schrank, Jeffrey

Teaching Human Beings. 101 Subversive Activities for the Classroom.

Pub Date 72

Note—192p.
Available from—Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($7.95)
Document Not Available from EDRS.
Descriptors—*Educational Change, Films, Games, Instructional Media, *Multimedia Instruction, *Relevance (Education), *Self Actualization, Self Concept, Simulation, *Teaching Methods, Teaching Techniques

While educational critics and reformers are asking schools to become the agents of cultural and social change, there are some teaching methods which can be used now, within the existing system, to help students help themselves to grow and learn. This book presents a wide variety of multimedia methods designed to make the best use of currently available materials to stimulate students to think about themselves and their society. Chapters cover sense education, hidden cultural assumptions, violence, drug education, learning about death, and activities to promote "unlearning" of dangerous or self-defeating knowledge. Appended are lists of sources for films and simulation and games. (RH)

ED 065 407 SO 003 502
Unit on Human Feelings and Relations.
Wellesley Public Schools, Mass.
Spons Agency—Abt Associates, Inc. Cambridge, Mass.
Pub Date [70]
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, Communication Skills, Elementary Education, Group Relations, *Human Relations Units, *Interaction, *Interpersonal Relationship, Role Playing, Secondary Education, Slow Learners, Social Integration, Social Relations, *Social Studies Units

The human relations units, intended especially for the benefit of slow learners who may have emotional problems but also valuable for other children, help students become more aware of the dynamics of intra and interpersonal relations. Emphasis is upon involving all class members in participation at their own level. Discussion of all common concerns is a primary technique involved in the units stimulated by pictures, stories, and role plays. Students discuss feelings of anger, fear, love, hate and anxiety; types of circumstances; how to deal with circumstances; and how our feelings affect other people. Three units, each of which combines a dramatic picture, an incomplete story, and a role play are presented. Units can be given in a single day or over a period of weeks, and may be used in a sequential manner or altered by the teacher. (SJM)

ED 065 457 SP 005 734
Tardif, Robert F.
Modification of the Verbal Behavior of Teachers: Its Impact on the Verbal Behavior of Pupils.
California State Dept. of Education, Sacramento. Office of Program Evaluation.
Pub Date [71]
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, *Classroom Communication, *Student Behavior, *Teacher Behavior, *Verbal Communication
Identifiers—Parsons Guided Self-Analysis (GSA)

To observe the impact of teachers' verbal behavior upon the verbal behavior of students, 12 intermediate grade teachers and their classes were identified in 10 rural schools near Fresno, California. The 10 schools were chosen to participate in the study because of their in-service teacher program. Teachers from five randomly selected schools received training in the use of Parsons' Guided Self-Analysis (GSA), the other group became a control group. There were three fifth and three sixth grade teachers in each group. Each teacher was videotaped four or more times after treatment began. The pupils in the classes were pre- and post-Tested, using two published critical thinking tests. The test results and the first and last sets of videotapes were the sources of data used for the study. The two groups of teachers were not significantly different on 13 variables of teacher behavior prior to treatment. The two groups of classes of pupils were not significantly different on 7 variables of pupil behavior prior to treatment. At the end of 13 weeks of treatment, the two groups of teachers were statistically different on 4 of 7 variables. These differences were attributed to treatment effects. A 17-item bibliography is included. (Author/MJM)

ED 067 550 CG 007 485
Sprinkle, F. Lee
Anxiety Management Training Through Self-Hypnosis.
Pub Date 72
Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, Chicago, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, Desensitization, *Hypnosis, Improvement Programs, Motivation Techniques, *Personality Development, Psychological Patterns, Psychotherapy, Self Actualization, *Self Concept, *Self Control, Self Evaluation, Self Help Programs

An informal non-credit course in anxiety management offered by the author is described. The primary emphasis of this course is on self-hypnosis. Participating students are encouraged to increase their skills in relaxing and concentrating by three methods: (1) eye fixation, (2) muscular relaxation, and (3) focusing of awareness. Other techniques can be used by participants to relax more deeply; however, the techniques usually emphasize an imaginary situation in which the participant feels pleasant, comfortable, and relaxed. Participating students are encouraged to gain greater self-control by use of the Premark Principle, Contingency Management, and the RIPE Formula. The emphasis is upon bodily relaxation, imaginary situations in which the student sees himself or herself as being successful in a selected task, and reinforcing those behaviors which are "good." Also emphasized were interpersonal relationship techniques in which it is demonstrated to others that an adult-adult relationship will be sincerely, warmly, and firmly maintained. (Author/BW)

ED 067 787 EC 050 055
Fedrini, Bonnie C. Fedrini, D. T.
The Educational Philosophy of the Three Legged Stool: Psychologically and Educationally Sound Materials, Operant Conditioning Procedures, Structured Classroom.
Pub Date [72]
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, Classroom Arrangement, *Educational Philosophy, *Emotionally Disturbed, *Exceptional Child Education, *Mentally Handicapped, *Operant Conditioning, Programed Materials

The paper presents a philosophy of education for severely deviant children and adolescents who are brain damaged (severely retarded), mentally ill, or behaviorally uncontrolled. The following are program components: psychologically and educationally sound materials such as programed materials following a life experience approach, operant conditioning procedures in a personal and social environment, and a structured classroom (limited to 15 students with one special education teacher and two trained teacher aides). The three components are compared to the legs of a stool, all of which are necessary if the stool is to stand. It is suggested that materials build upon past experiences so as to capitalize on student preferences for associative rather than cognitive learning. Explicitness is urged in programing, goal setting, and scheduling. The following principles of programed materials are identified as helpful: learn and be rewarded, learn in small steps, actively learn, learn with few or no errors, and learn at your own pace. Operant conditioning techniques are said to be important for gaining the control necessary for learning. The following aspects of F. Hewett's engineered classroom are discussed briefly: developmental sequence (attention, response, order, exploratory, social, mastery, achievement), learning triangle (task, reward, structure), classroom design, scheduling, and record keeping. (GW)

ED 068 741 AC 012 685
Life Skills: A Course in Applied Problem Solving. Fifth Edition.
Saskatchewan NewStart, Inc., Prince Albert.
Pub Date 72
Note—181p.
Available from—Saskatchewan NewStart, Inc., P.O. Box 1565, Prince Albert, Saskatchewan (no price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Programs, Behavioral Objectives, Course Content, Course Evaluation, Curriculum Guides, *Disadvantaged Groups, Individual Development, *Problem Solving, Productive Thinking, *Program Descriptions, Role Perception, *Self Actualization, Social Problems, Student Evaluation
Identifiers—*Life Skills Education, Saskatchewan Newstart

The Life Skills course of Saskatchewan NewStart uses concepts and techniques from education, social work, and behavior sciences to develop new types of programs which stress personal competence in dealing with problems. This book describes the Life Skills course and gives examples of how problem solving skills are taught. Other chapters deal with teacher training, role training, implementation of the course, and the role of problem solving in Life Skills. Two chapters are devoted to evaluation, one to student progress and the other to course evaluation. Bibliographies are included as are evaluation forms and diagrams of how Life Skills may be used. (RS)

ED 069 430 PS 006 177
Tobias, Sigmund
Anxiety, Attribute Treatment Interactions, and Individualized Instruction.
Note—18p.; Paper presented at the 80th Annual Convention of the American Psychological Association, Honolulu, Hawaii, September 2-8, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, Classroom Techniques, Comparative Analysis, *Educational Objectives, Educational Theories, Evaluation, *Individualized Instruction, Instructional Materials, *Interaction, Psychology, Research, Teaching Techniques

This thumbnail review of the symbiosis between psychology and education is intended to suggest that perhaps those concerned with education have borrowed too uncritically the fashionable topics in psychology. What is of particular concern is the usefulness of the anxiety construct for research and theory dealing with individualized instruction (II), and attribute treatment interactions. Individualized instruction today implies individualization in only one respect: pupils proceed through the same materials, in pretty much the same way, but they do so at their own rate. Individualization of the method of instruction hinges upon the establishment of attribute treatment interactions (ATIs). The major purpose of this paper is to critically evaluate ATI studies in which anxiety has been used at as the attribute variable. A comparison of the distinguishing characteristics of individualized and conventional instructional practices suggests a compelling rationale for expecting an interaction between anxiety and these two instructional strategies: In II, students are required to master a clearcut instructional objective; in conventional instruction, objectives are frequently non-existent and/or vague. Two other studies of this nature were reviewed. All of the studies reviewed are inconclusive regarding ATIs between anxiety and classroom instruction or II. However, the present rationale suggests that such interactions are possible. (CK)

ED 069 731 TM 002 183
Wight, Albert R. Doxsey, James R.
Measurement in Support of Affective Education.
Interstate Educational Resource Service Center, Salt Lake City, Utah.
Pub Date Jan 72
Note—41p.
Available from—Interstate Educational Resource

Service Center, 710 East Second South, Salt Lake City, Utah 84102
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, Data Collection, Learning Processes, Measurement Instruments, *Measurement Techniques, *Performance Tests, *Program Evaluation, *Student Evaluation, Tests

General concerns and considerations regarding measurement in affective education, primarily, measurement to support the student in his learning program and the teacher as a facilitator of learning, are explored. The following topics are discussed: (1) Accountability (of the schools for achievement of affective goals of education), (2) Purpose of Affective Measurement (the collection of data for decision making), Grading (affective measurement not to be used to establish grades), (3) Conditions versus Outcomes (identify conditions that contribute to affective growth and development, and construct measures to assess the extent to which these conditions are present), (4) Measurement in Support of Learning (measurement should be responsive to changes in objectives and the learning program), (5) Quantitative versus Qualitative Data (measurement that interferes with verbal feedback and interaction should be avoided), (6) Norm-, Criterion-, or Objectives Referenced Performance Data (for measurement of affective outcomes, objectives referenced measurement is preferred to criterion-referenced measurement), (7) Program and Curriculum Evaluation, (8) Instruments and Measurement Techniques, and (9) Problems and Constraints. Appendixes present Definition of Terms; Examples of Organizing Systems, Attributes, and Behaviors; and An Outline of Affective Goals of Education. (For related documents, see TM 002 184-186.) (DB)

ED 069 733 TM 002 185
Wight, Albert R.
Affective Goals of Education.
Interstate Educational Resource Service Center, Salt Lake City, Utah.
Pub Date Nov 71
Note—81p.
Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Educational Objectives, Human Development, Learning Processes, *Psychomotor Objectives, Research Reviews (Publications)

The affective domain in education, with particular reference to goals and objectives, is described. Following a brief discussion of the affective, cognitive, and psychomotor domains, the report focuses on non-cognitive goals and objectives. The report proper contains four sections: (1) an overview of general goals and objectives found in the education literature; (2) a discussion of learning and adaptation; (3) what the mental health, personality, and creativity literature tells us about the healthy, effective, fully functioning, self-actualizing, creative person; and (4) an analysis of key words used in stating objectives. (For related documents, see TM 002 183-184, 186.) (DB)

ED 069 734 TM 002 186
Wight, Albert R.
Toward a Definition of Affect in Education.
Interstate Educational Resource Service Center, Salt Lake City, Utah.
Pub Date May 72
Note—22p.
Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Educational Objectives, *Psychomotor Objectives, School Responsibility, Self Actualization, Student Development, Taxonomy

A model for expansion of educational objectives beyond the usual narrow focus on low-level cognitive abilities and the transmission of facts is suggested. A brief definition of the three domains—psychomotor (doing), cognitive (thinking), and affective (feeling)—is given, and it is pointed out that affect (Feelings) is present with either cognitive or psychomotor activity. The two dimensions of experience (positive or negative) are related to the responsibility of educators to provide positive experience for the student by building on what is meaningful to the individual student. Krathwohl, Bloom, and Masia's classification of affective objectives is then briefly discussed in relation to the two dimensions of experience. The dynamic aspects of the self are discussed and presented in a taxonomy of affective behavior. The objects of affect frequently found in education are listed as (1) Self, (2) Others, (3) Society, (4) Learning, (5) Work, (6) Leisure Time, (7) Aesthetics, (8) The Natural World, and (9) Life. The need to determine what characteristics are important or essential to the well being of the individual and society and the behaviors associated with these characteristics, as well as the conditions and kinds of experiences necessary for their development, are pointed out. The implications of the model for education are that schools need to focus less on controlling the student and more on helping him develop self-direction and self-control. (For related documents, see TM 002 183-185.) (DB)

ED 069 793 TM 002 279
Miles, David T.
Affective Priorities in Education.
Interstate Educational Resource Service Center, Salt Lake City, Utah.
Pub Date Mar 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, *Classroom Observation Techniques, Educational Research, *Evaluation Criteria, *Evaluation Methods, Guides, Instructional Improvement, *Learning Experience, Student Behavior, Teacher Behavior

Eleven criteria for examining the teaching/learning situation in a classroom are proposed. These criteria, which relate to the percent of time students or teachers spend in the activities, are: (1) types of thought processes, (2) activity decisions, (3) motivation, (4) activity differentiation, participation and pacing, (5) activity form relevance, (6) evaluation source, (7) evaluation standard, (8) participative governance, (9) teacher activity, (10) activity mood, and (11) student feelings. Following each criteria, spaces are provided for recording estimates of time spent in the activities, and some of the possible implications of various estimates are discussed. The importance of this method of examining the processes and experiences of the classroom is seen to lie in the fact that teachers become aware of their priorities as evidenced by the varying degrees of emphasis in activities over which they have control, and thus should be in a position to rationally confirm or modify their value priorities. It is stated that the estimates would probably be most valid and reliable if obtained by trained observers. (For related documents, see TM 002 183-186.) (DB)

ED 070 786 UD 013 074
Hines, Vynce Damico, Sandra
Affective Education to Facilitate Integration. Research Monographs, Volume I, Number 2.
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 72
Note—71p.
Available from—P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Fla. 32601 ($1.03)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, Changing Attitudes, Discussion Groups, *Discussion Programs, High School Students, *Integration Methods, Intergroup Relations, *Program Evaluation, Racial Attitudes, *Remedial Reading Programs, School Integration, Self Concept, Social Attitudes, Student Adjustment
Identifiers—Florida

The purpose of this study was to investigate the effectiveness of a five-week program in affective education with emphasis on facilitating the integration of a large proportion of new students into a school. Specifically, the program was designed to: (1) reduce intergroup prejudice by modifying in a positive direction attitudes toward self and others, and (2) help new students adapt to their new school. The program was implemented through the combined efforts of teachers and counselors. Three major components served as vehicles to achieve the goal. Discussion groups focused on: (1) clarifying myths underlying prejudice by examining the characteristics, values, and contributions of the minority groups; (2) the processes of value system development; and, (3) the consequences to minority and majority groups of failing to resolve intergroup conflict. Communications groups provided planned opportunities to grow in self awareness and in the understanding, attitudes, and skills needed to relate positively to persons from different ethnic, social, and cultural backgrounds. The developmental, individualized reading program emphasized individual success in reading as well as success as a learner. (Author/JM)

ED 070 986 CG 007 681
Morris, Larry W. And Others
Effects of a Therapeutic Modeling Film on Cognitive and Emotional Components of Anxiety.
Spons Agency—Middle Tennessee State Univ., Murfreesboro.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [70]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Anxiety, Desensitization, Educational Therapy, Emotional Experience, *Emotional Response, *Films, High School Students, *Therapy

This study examined the nature of the anxiety reduction resulting from the administration of a film designed to reduce anxiety about snakes. One-hundred-sixty high school seniors viewed either a modeling film or a control film. As expected, the modeling group, compared to control subjects, experienced significantly greater decrements on self-report measures of anxiety and avoidance of snakes and demonstrated significantly fewer false assumptions about snakes after viewing the film than before. Also as expected, following the distinction between Worry and Emotionality as separable components of anxiety, Worry scores decreased significantly more for the modeling than for the control group, whereas no differential changes in Emotionality were found. (Author)

ED 071 744 PS 006 284
Randazzo, Joseph D.
A Case for Early Learning: An Invitational Environment for Children, Ages 3 - 6.
Hartford Public Schools, Conn.
Pub Date Jan 70
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, Behavioral Objectives, *Cognitive Development, Creative Teaching, *Early Childhood Education, Educational Change, *Educational Needs, Individualized Instruction, *Learning Processes, Models, Preschool Education, School Environment, Skill Development, Teacher Role, Technical Reports
Identifiers—Connecticut, *Hartford

The challenges facing education today, in particular the educational programs for children aged 3 to 6, are found to be many and varied, with the failures in urban settings pointing up the need for different and responsive learning environments. In the development of alternatives to current conditions in the schools today, the following are investigated: (1) some sources of our American tradition for the education of the young, (2) the most current investigations into the development of the intellect; and (3) what we are learning about how children really learn. The child from three to six years of age is said to need (1) independence, (2) order and sense, (3) to communicate, (4) coordinated movement, (5) to abstract, (6) to calculate, (7) repetition, (8) gregariousness, (9) concentration, (10) to satisfy curiosity, and (11) the development of a creative

imagination. The need for allowing children to acquire the basic learning skills at an earlier age so that they can then engage in the "humanizing" elements of their education is stressed. The basic skills are considered to be the cognitive skills--Perceptual/Motor Development, Language Development, Concept Formation, and Problem Solving. The second major basic learning area is the affective domain, which leads to the development of social responsibility, commitment, and success identity for children. A design for a learning environment for children ages 3 to 6 years is presented. The program initiated by the Hartford (Connecticut) Public School System to meet the educational needs of young learners in that community is described. (DB)

ED 074 164 UD 013 316

Yazgur, Bruce J. Carner, Erwin A.

Investigation of the Degree and Nature of Anxiety in Children from Different Socioeconomic and Racial Backgrounds, and Some Implications for the Schools.

Pub Date Feb 73

Note—40p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Caucasian Students, *Elementary School Students, Fear, Negro Students, Perception, *Racial Differences, *Sex Differences, *Social Differences, Socioeconomic Status, Student Characteristics, Urban Environment, Urban Youth

Identifiers—General Anxiety Questionnaire, Pennsylvania

The purposes of the study reported in this document were to investigate the relationship between children's manifest anxiety and their perceptions of negative environmental stimuli, and to determine the effects of socioeconomic status (SES) and race on both of these variables. The hypotheses tested concerned: (a) the degree of anxiety manifested by children from different SES, race, and sex groups; (b) the frequency of negative environmental stimuli perceived by children from different SES, race, and sex groups; and (c) the relationship between degree of anxiety manifested and frequency of negative environmental stimuli. Additional data were collected concerning the quality of negative environmental stimuli perceived by children from each group. The instrument used to measure anxiety was the General Anxiety Questionnaire, which incorporates items from the Children's Manifest Anxiety Scale and the General Anxiety Scale for Children. All subjects were sixth-grade pupils from four Philadelphia schools. Each school represented one of four SES-racial combinations: lowar SES black, lower SES white, middle SES black, and middle SES white. Three hundred and fifty-one pupils--three classes from each school--participated in the study. The instruments were administered to an entire class at one sitting. [Tables following the text of this paper are only marginally legible.] (Author/JM)

ED 074 406 CG 007 888

Morin, Kenneth N.

Group Systematic Desensitization of Test Anxiety.

Pub Date 72

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Behavior, *Anxiety, *College Students, Counseling, Counseling Centers, *Counseling Services, Counselor Role, *Desensitization, Groups, Performance, *Program Descriptions, Student Testing

The paper describes a group desensitization program aimed at assisting students to perform to the best of their ability in a testing situation if they suffer from extreme debilitating anxiety. Since the problem is pervasive and the number of trained limited, the author suggests that the group program is an efficient and effective method of attacking test anxiety. The program described here has been used with Georgia State University students who either volunteered or were professionally referred. The number, length, and spacing of meetings is discussed as well as an outline of the content of the sessions. The first session is spent discussing systematic desensitization in simple terms, talking about tests anxiety, and an orientation to what lies ahead. The next two or three sessions are devoted to learning deep muscular relaxation, while the last four to six are spent going through the hierarchy. The role of the counselor as a facilitator of such programs in preventative mental health is also examined. (Author/SES)

ED 074 430 CG 007 935

Gable, Robert K. Roberts, Arthur D.

Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor.

Spons Agency—Connecticut Univ. Research Foundation, Storrs.

Pub Date Feb 73

Note—19p.; Paper presented at the American Educational Research Association Convention, February 26-March 1, 1973, New Orleans

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Academic Performance, Achievement Tests, *Affective Behavior, Affective Tests, Behavior, *Cognitive Ability, Cognitive Development, Cognitive Measurement, *Cognitive Tests, Counseling, Counselors, High School Students, *Rating Scales, Research Projects, Success Factors

The relationship between cognitive and affective variables in the context of predicting student achievement performance in the classroom is examined. Specifically, the study examines the two-part question: 1) to what extent, and 2) in what manner can classroom achievement (grades) be predicted by selected cognitive and affective variables. The findings of the study lend further clarification to the prediction of classroom achievement. As expected, cognitive variables contribute to explaining variation in classroom grades, but the combination of cognitive and affective variables in a six predictor equation explain only 32% of the variation in grades. The authors conclude that moderate relationships between cognitive measures and classroom achievement should be accepted and future research might include personality characteristics in studies of differences in classroom achievement. Short reviews of the literature to date are included. (Author/SES)

ED 075 737 CG 007 965

Nicoletti, John A., Jr.

The Use of Anxiety Management Training in the Treatment of Generalized and Specific Anxieties. [and] Considerations in Setting Up A Full Service Desensitization Program.

Pub Date Sep 72

Note—20p.; Papers presented at a meeting of the American Psychological Association, September, 1972

Available from—John A. Nicoletti, Jefferson County Mental Health Center, 7307 Grandview, Arvada, Colorado 80002 (reprints)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, College Students, Conditioned Stimulus, Conditioning, *Counseling Centers, Counselors, Cues, *Desensitization, Evaluation, Followup Studies, Mental Health Programs, Nonprofessional Personnel, *Program Development, Response Mode, Self Control

Identifiers—Anxiety Management Training

This report discusses the success of desensitization techniques in alleviating specific anxiety but its failure in treating generalized anxiety. Anxiety management training (AMTO has been developed to overcome some of the deficiencies of desensitization approaches. Through the use of instructions and cues to arouse anxiety responses and the training of clients to develop competing responses such as relaxation, success, or competency, AMT provides the individual with a method for self-control appropriate to any anxiety provoking situation. Forty undergraduates referred by counseling centers participated in a study to assess the effectiveness of AMT. AMT was found to be effective in reducing both generalized and public speaking anxiety. A second paper presents the considerations involved in setting up a desensitization program in a counseling center. Areas covered include preparatory procedures, assessment of need, announcement of services, program operation, and follow-up and evaluation. (Author/LAA)

ED 075 920 EA 005 049

Brandes, Barbara J.

Problems in the Evaluation of Affective Education: A Case Study.

Pub Date Feb 73

Note—13p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Objectives, Case Studies (Education), Educational Objectives, Elementary School Students, *Formative Evaluation, *Goal Orientation, *Instructional Materials, *Measurement Techniques, *Research Methodology, Speeches

Critical methodological issues in the design and evaluation of programs in affective education are discussed. The uncertain relationship between the short term and long range goals of instruction is problematic to evaluation in the traditional subject matter areas; but it is a much more serious predicament for evaluators of education in values and attitudes where little is known about the skills essential to the attainment of long range goals. Procedures being used for formative evaluation of an elementary school program in achievement behavior are presented. These procedures illustrate ways of handling the above problem by allowing for successive shaping of objectives. (Author)

ED 076 237 PS 006 443

Zeligs, Rose

Children's Experience with Death.

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adjustment Problems, *Childhood Attitudes, Concept Formation, *Death, *Emotional Adjustment, Literature Reviews, *Parent Attitudes, Parent Child Relationship, *Parent Influence, Psychological Needs

Children's concepts of death grow with their age and development. The three-year-old begins to notice that living things move and make sounds. The five-year-old thinks that life and death are reversable, but the six-year-old knows that death is final and brings sorrow. Children from eight through ten are interested in the causes of death and what happens after death. Adolescents think of death and what happens after death is fearsome yet fascinating, since they are very much aware of the life producing potentialities in their own bodies. Children's reactions to an experience with death are greatly influenced by parental attitudes. Parents can best help children deal with death by not making it a taboo subject; by explaining to the child that death is final, by not sending him away during the mourning periods, by encouraging him to participate in the funeral rites of parents, siblings, and other relatives, and by talking freely about the dead person. Children should absorb from their parents the basic truth that death is part of life and must be accepted as a reality. (Author/KM)

ED 078 617 EC 052 158

Bolen, Jackie

A Bibliography of Affective Materials for the Adolescent Years.

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—71p.

Available from—Jackie Bolen, Instructional Materials Center, Special Education, 1031 South Broadway-Suite 623, University of Southern California, Los Angeles, California

90015
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, *Affective Behavior, *Annotated Bibliographies, Audiovisual Aids, Books, Cultural Factors, Emotionally Disturbed, *Exceptional Child Education, Films, Filmstrips, *Instructional Materials, Instructional Media, Interpersonal Relationship, Moral Values, Self Concept

The annotated bibliography lists approximately 146 instructional materials and books useful to teachers who deal with normal and abnormal adolescent affective behavior in junior and senior high schools. An explanation sheet gives instructions for correlating publisher with a specific material, and for finding items according to topic categories. A list of 21 publishers includes addresses. Topic areas of related materials are the following (totals of items for each are in parentheses): social awareness (53), moral decisions (12), interpersonal relationships (51), self understanding (58), and cultural awareness (14). A short evaluative description, playing time, number of pages, purchase or rental price, or other pertinent features accompany each item listing. Some of the subjects materials or books cover are teen-parent relationships, sex education, alcoholism, running away, cheating, maturation and growth, Afro-American history, or American Indian studies. Items by media comprise the following (quantity noted in parentheses): filmstrips with records, cassettes, or guides (73), films (16mm, 8mm, filmloops, and 8mm sound) (40), transparencies (2), simulation games (1), records (3), books and booklets (24), cassettes (1), professional material (1), and study prints (1). (For related information, see EC 052 159). (MC)

ED 080 194 PS 006 724

Feinberg, Daniel

Preventive Therapy with Siblings of a Dying Child.

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date Oct 69

Note—20p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, New York 10605 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, Anxiety, Case Studies, Catharsis, *Death, *Early Childhood, Hostility, Mental Health, *Psychiatry, *Psychotherapy, Siblings

Identifiers—Mourning

A case study of psychiatric intervention for two sisters whose brother is dying of leukemia is presented. The therapeutic technique attempted to deal with the threatened loss by a forthright approach to the reality situation, encouraging "immunizing" discussions, allowance for catharsis without severe regression, emphasis on reality orientation, and direct initiation and enhancement of mourning through the use of transference materials. A theoretical discussion of the capacity of children to mourn is included. An empirical assessment of the therapy suggests that immediate ventilative help at a time of great stress was provided, but that there was little effect on the children's capacity to sustain prolonged mourning processes. (DP)

ED 080 913 CG 008 076

A Proactive Guidance Approach Through Involvement.

Dependents Schools (DOD), Tokyo (Japan). Pacific Area District 1.

Pub Date Feb 73

Note—53p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Environment, Curriculum Development, *Decision Making, Guidance, *Instructional Materials, Interdisciplinary Approach, Multimedia Instruction, *Self Concept, *Student Participation, *Teamwork

A proactive guidance approach focuses on the child's self-involvement in his decision-making and in his subsequent responsibility as an individual and as a member of an interacting society. The decision-making process places emphasis on the school's creation of a learning environment which enhances a child's natural inquisitiveness about himself and the work in which he lives. This approach utilizes a multidisciplinary orientation in implementing the educational program through team involvement of staff members and through a variety of classroom models. The booklet provides a detailed examination of specific concepts that characterize the proactive guidance approach as they relate to students, teachers, staff, parents, and curriculum. The major portion of the booklet consists of learning activities, of materials for projects, and of implementation suggestions for these ideas. (Author/LAA)

ED 081 199 EM 011 360

Christopher, Lochie B. Harrelson, Orvis A., Eds.

Inside Out; A Guide For Teachers.

National Instructional Television Center, Bloomington, Ind.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date 73

Note—89p.

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, *Affective Objectives Communication *Skills, Decision Making, Elementary Grades, Grade 3, Grade 4, Grade 5, *Health Education, *Instructional Films, Interpersonal Relationship, *Teaching Guides, Values

Identifiers—*Inside Out

Material is provided to help teachers plan creatively to meet the challenges of affective teaching which are presented by "Inside/Out." "Inside/Out" is a series of thirty 15 minute color films designed to help 3rd, 4th, and 5th graders to achieve and maintain well-being. In a feelings approach to health education, it emphasizes communication skills, learner involvement and interpersonal relations and relies upon student valuing and decision making. For each of the 30 films in the series the guidebook provides the teacher with a brief synopsis of the program, a statement of the film's purpose, lists of important points to consider, and a guide to possible activities to enhance additional learning. Special notes are also included for some of the films when they are deemed appropriate. (For related documents, see ED 070 250 and 251 and EM 011 359.) (PB)

ED 081 490 PS 006 752

Landry, Richard G. Pardew, E. Michelle

Self-Concept Enhancement of Preschool Children.

Pub Date Feb 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Developmental Guidance, Middle Class, Personal Growth, Personality Development, *Preschool Children, *Self Concept, *Self Concept Tests

Identifiers—Developmental Profile, Thomas Self Concept Values Test (TSCVT)

This study investigated whether a self-concept enhancement program would effect significant change in the self-concepts of 4-year-old middle class preschoolers as compared with classmates not in the program. All participating children (N=52) were pre- and posttested using the Thomas Self-Concept Values Test and the Developmental Profile. The experimental group consisted of 34 children, who participated in 33 sessions (one 20- to 30-minute session per day) over an 11-week period. Activities focused on enhancement of the physical, intellectual, emotional, and social self. The control group consisted of 18 children. Results indicated the experimental group did show more significant changes in self-concept scores than the control group. Parallels were observed between significant self-concept scale changes in the experimental group and certain specific self-concept enhancement activities. Teachers' ratings and children's self-reports indicated very significant increases on the factor scales of happiness, sociability, sharing, less fear of things and people, independence, self-confidence, and sensitivity to others. The control group showed only a significant increase in self-awareness. This study has underscored the need for self-concept enhancement programs as a crucial aspect of preschool experience. (DP)

ED 081 880 UD 013 830

Beckum, Leonard Charles

The Effect of Counseling and Reinforcement on Behaviors Important to the Improvement of Academic Self-Concept. Technical Report Number 38.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SCRDT-TR-38

Pub Date Aug 73

Contract—NE-C-00-3-0061

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Academic Achievement, Achievement Gains, Behavior Change, Changing Attitudes, Disadvantaged Youth, *Elementary School Counseling, *Elementary School Students, Low Achievers, Negro Students, *Positive Reinforcement, *Self Concept, Social Reinforcement, Student Attitudes, Tutorial Programs, Tutoring

Children from low-income, ghetto, and minority groups tend to display a low level of performance in school and evaluated themselves as worse than most students on their school performance. This study examines the impact of self-concept on academic achievement. It was hypothesized that: (1) reinforcement of behaviors important to academic success increases achievement; (2) as academic achievement improves, academic self-concept becomes more positive; and, (3) social rewards (verbal and written praise) are more effective than economic or token rewards (small amounts of money) in improving academic achievement. Forty-two black students with scores below the average of their class on achievement and self-concept measures were selected for this study from grades four, five and six in one school. Teachers rated the students' intellectual development on a four-point scale both before and after treatment. The students were randomly assigned to one of three treatment groups for 12 weeks. Group one received intensive tutoring and counseling combined with token reinforcement. Group two received intensive tutoring and counseling combined with social reinforcement. Group three received no counseling or reinforcement. The subjects were pretested on academic and self-concept measures, received their respective treatments, and were retested. The tutoring-counseling was carried out by the experimenter in one-hour sessions twice a week for each group. (Author/JM)

ED 082 530 EM 011 50

O'Neil, Harold F., Jr.

Anxiety Reduction and Computer-Assisted Learning.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Center for Education Research and Development (DHEW/OE Washington, D.C.

Pub Date Sep 72

Grant—OEG-4-71-0027

Note—9p.; Paper presented at the Symposium on Anxiety in Educationally Relevant Situations Annual Meeting of the American Psychological Association (Honolulu, Hawaii, September 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Cognitive Ability, *Cognitive Processes, *Computer Assisted Instruction, Educational Research, *Learning Processes, Memory

Identifiers—Anxiety Reduction, CAI, MA 3 Associative Memory Test, Memory Support, State Anxiety, State Trait Anxiety Inventory

Research tested an anxiety reduction technique in a computer-based learning situation. Computer-based situations were used because they permitted controlled studies using materials relevant to the real-life needs of students and allowed repeated measurements of state anxiety in response to learning materials. Thus, the relationships between anxiety reduction and subsequent state anxiety and that between state anxiety and performance could be uncovered. The State-Trait Anxiety Inventory was used, following several tests of its reliability and validity. Since previous studies did not directly measure state anxiety, but rather inferred it from behavioral or performance indexes, a new paradigm was developed to study the mutual effects of state anxiety, cognitive abilities, and experimental treatments on a concept learning task. An experimental group received memory support when requested; two control groups received it, respectively, continuously, or never. Results from the MA-3 Associative Memory Test showed that the experimental group required fewer trials to criterion and had lower levels of anxiety. Thus, directly measured evidence was offered for the contention that the anxiety reduction treatment of memory support reduced state anxiety. (PB)

ED 082 532 EM 011 510

Richardson, Frank C. And Others

Development and Preliminary Evaluation of an Automated Test Anxiety Reduction Program for a Computer-Based Learning Situation.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TU-CAI-TR-20

Pub Date Jan 73

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Adjustment (to Environment), *Anxiety, Autoinstructional Aids, Cognitive Processes, College Students, *Computer Assisted Instruction, *Desensitization, Educational Research, Learning Processes, Self Evaluation, Self Help Programs, Test Wiseness, Video Tape Recordings

Identifiers—*Anxiety Reduction, CAI

An automated program for the reduction of test anxiety in a computer-based learning situation has been developed. Its main components are: 1) a self-study manual containing information and written exercises dealing with coping with test anxiety; 2) a videotape of modeled effective and ineffective coping with anxiety on tests; 3) a brief, modified systematic desensitization procedure; and 4) a session of practicing coping with anxiety in a computer-guided testing situation. The objective was to provide an inexpensive service for test-anxious students. Preliminary investigation of the program's effectiveness in the context of a sequence of computer-managed instructional modules found a highly significant reduction in self-reported test anxiety as compared with a no-contact control group of highly test-anxious students. Slight indications of improved performance on the modules for the treatment groups were also noted. Future research will be directed at overcoming difficulties in detecting improved performance following reduction of test anxiety and toward eliminating the relaxation and desensitization component of the program in favor of increased emphasis upon practicing test-taking and anxiety management skills. (Author/PB)

ED 083 218 SP 007 415

Cangemi, Joseph P. And Others

The Impact of a Six Week Instructional Package on the Leadership Characteristics of a Group of College Junior and Senior Level Education Majors.

Pub Date [71]

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Tests, *College Students, *Schedule Modules, *Teacher Education, *Teaching Methods

Thirty junior- and senior-level college students enrolled in a teacher education program at Indiana University were administered the Edwards Personal Preference Schedule prior to the introduction of a newly developed instructional package geared to enhance the leadership behavior of teachers. The subjects participated in an instructional module, "Strategies of Teaching," for 6 weeks. The Edwards Schedule was administered again as a posttest at the conclusion of the module. Results indicated that the module was successful in significantly modifying the behavior of the subjects (as measured by Edwards) on the following traits: achievement, deference, abasement, and aggression. No significant differences were found among the posttest scores on the scales measuring autonomy, intraception, succorance, and dominance. (Author/JB)

ED 083 485 CG 008 191

Stang, David J.

The Effects of "Mere Exposure" on Learning and Affect.

Pub Date 72

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, College Students, *Learning, Learning Processes, Memory, *Positive Reinforcement, *Recall (Psychological), Rewards, *Serial Ordering, Stimuli

The mediating role of learning in the relationship between repeated exposure and affect was explored and supported in three experiments involving a total of 229 undergraduate participants. It was found that both learning and affect measures behaved in essentially the same way as a function of exposure duration (experiments I and III), serial position (experiments I and II), rating delay (experiment I) and stimulus properties (experiment I). These results suggest learning may be intrinsically rewarding, and clarify one of the mechanisms involved in the relationship between exposure frequence and effect, extending Berlyne's (1970) two factor theory of "mere exposure" effects. (Author)

ED 083 532 CG 400 100

Smith, Robert L., Ed. Walz, Garry R., Ed.

Developing Students' Potentials.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date 73

Contract—OEC-3-6-002487-1579(010)

Note—107p.; Three group approaches

Available from—Education Resources Division Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (HC $3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Achievement, Achievement Need, *Behavior Change, Conflict Resolution, Human Capital, *Motivation, *Psychoeducational Processes, *Self Actualization, *Student Development, Training

The foundation for this publication was a workshop at The University of Michiga which put together three programs in the area of psychological education. These three group approaches, documented by research, are presented. The first approach assists people, through achievement motivation training, to be more effective in reaching their goals. Some ingredients of such a program include measuring achievement thinking, learning achievement thoughts and action strategies, experiencing achievement thinking, and practicing achievement strategies through goal setting. The second approach, human potential training, helps people to expand their goals and to realize more fully, their potentials. Because it focuses on positive characteristics, this approach is particularly suitable for the public school setting. The third approach, elimination of self defeating behaviors (SDB) helps people rid themselves of behaviors detrimental to achieving full potential. A unique feature of SDB groups is strong direction provided by the leader. Some guidelines for implementing the three programs are offered, and two appendices are included. Appendix A provides references covering group approaches and social problems. Appendix F, a Guide to Career Goal Accomplishment, indicates ways in which achievement motivation research and training can be related to career development planning and exploration. (EAK)

ED 083 764 EC 060 315

Educational Simulations: A Project Report. New Approaches for Behaviorally Exceptional Youth.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date Jun 73

Note—76p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Delinquents, Drug Abuse, *Emotionally Disturbed, *Evaluation, *Exceptional Child Education, Games, *Simulation

Identifiers—Santa Cruz

Evaluated was the use of 12 simulation games with approximately 650 adolescents in 19 corrective schools in Santa Cruz county including ranch schools, juvenile hall schools, drug dependent minor programs, and youth authority facilities. Topics of the simulation games were peer pressure, looking for and keeping a job, mathematics, driving responsibility, finding a place to live, fractions, ego building, use of leisure time, and buying and selling. Evaluation data on each game included the teacher's appraisal of each player's performance, the teacher's appraisal of the simulation, and the student's appraisal of the simulation. Evaluation resulted in positive conclusions regarding the usefulness of the games and specific recommendations as to the most appropriate simulations by type of student and student grade level. Appended are questionnaires and appraisal forms used in the evaluation. (DB)

ED 084 011 PS 006 822

Kliman, Gilbert And Others

Facilitation of Mourning During Childhood.

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date [68]

Note—35p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Case Studies, *Death, Elementary School Students, *Emotionally Disturbed Children, *Parent Child Relationship, Preschool Children, *Psychiatry, Siblings, Social Maturity, Therapy

Identifiers—Bereavement, Center for Preventive Psychiatry, NY, White Plains

This paper discusses case studies of children psychologically disturbed by the death of parents or siblings. Illustrations of mourning facilitation were mainly gathered from 16 orphaned children, ages 3-14. Some techniques used in helping children mourn include: discussing physical details of the illness, discussing previous deaths of animals and people, encouraging full and controlled expression of thoughts on death, helping children perceive the emotional reactions of family members, and encouraging mourning directly. (SET)

ED 084 013 PS 006 825

Kliman, Gilbert

Preventive Opportunities in Childhood Bereavement. (Death of a Parent Study).

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date 8 Apr 64

Note—16p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Clergymen, *Death, Elementary School Students, *Emotionally Disturbed Children, *Parent Child Relationship, Personality Development, Preschool Children, Prevention, *Psychiatry, Socially Deviant Behavior

Identifiers—Bereavement

This lecture to clergymen presents a discussion of childhood bereavement and possible long-term psychological effects. A correlation between the loss of a parent and later-life mental illness is suggested, as well as the need to look closely at children's unique ways of grieving. The clergyman's role in helping bereaved families is emphasized. (SET)

ED 084 048 95 **RC 007 419**

Ulibarri, John E.

Developing Positive Attitudes Among Ogden City School District Personnel Toward Minorities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—57p.; Specialist in Educational Administration Thesis, Utah State University, Logan, Utah

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, *Disadvantaged Youth, Inservice Programs, Literature Reviews, *Minority Groups, Negative Attitudes, *School Personnel, *Teacher Attitudes

Identifiers—Ogden City School District

Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school and that teacher training institutions have resisted providing experiences with disadvantaged minority students. This study was designed to test the following hypotheses: (1) the Title IV in-service training program will have no effect on the attitudes of classified participants; (2) the Title IV in-service training program will have no effect on the attitudes of professional participants; and (3) the Title IV in-service training program will have no effect on classified and professional attitudes as a whole. A sample of 129 employees in the Ogden City School District (4 administrators, 9 principals, 87 teachers, 8 teacher aides, 5 secretaries, 12 lunch workers, 2 maintenance personnel, 1 counselor, and 1 nurse) was taken. A pretest and posttest of the Short Form, Multifactor Racial Attitude Inventory were used. Data were analyzed by a "t" test for non-correlated measures. The in-service program consisted of 3 125-hour sessions conducted every 6 months between January 1972 and June 1973. Findings indicated that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group did not show significant change. (Author/NQ)

ED 084 488 **CG 008 523**

Parker, Paul J.

The Systematic Desensitization of High Debilitating Test Anxious College Students by Relaxation and Assertion.

Pub Date Apr 73

Note—12p.; Paper presented at the Southwestern Psychological Association Meeting, 4 April 1973, San Antonio, Texas

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Attitudes, Behavior, *Behavior Change, College Students, *Desensitization, *Progressive Relaxation, Psychotherapy, *Testing Problems

Identifiers—*Achievement Anxiety Test

The present study compared the effects of assertion with that of progressive relaxation training in systematic desensitization. Nineteen Ss were selected on the basis of exemplifying high debilitating test anxiety according to Alpert and Haber's (1960) Achievement Anxiety Test. Results showed that test anxious Ss who received either relaxation or assertive training experienced a significantly greater reduction in debilitating test anxiety on both the post- (p less than 0.001) and six week follow-up (p less than 0.01) measures than no-treatment control Ss with corresponding pre-treatment scores. Although the post-treatment measure indicated that relaxation was significantly more effective than assertion, the six week follow-up failed to reveal a significant difference between the two parameters. In addition, assertive training was shown to bring about a significant reduction in test anxiety in almost half the time as relaxation. (Author)

ED 084 489 **CG 008 530**

Whitmore, Joanne Rand

The Modification of Undesirable Attitudes and Classroom Behavior Through Constructive Use of Social Power in the School Peer Culture.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-36

Pub Date Aug 73

Contract—NE-C-00-3-0061

Note—208p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Behavior Change, *Discipline Problems, Elementary School Students, Leadership, Locus of Control, Low Income Groups, Models, Peer Groups, *Reinforcement, *Self Concept, Social Behavior, Student Attitudes, *Youth Leaders

A student leadership program was implemented in an elementary school to increase the social value of constructive (appropriate) classroom behavior and to generate more positive pupil attitudes toward self and school. The specific aims of the intervention were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve classroom climate. The Ss were low-income black students in grades 4, 5 and 6. Eight teachers and 280 peers identified 64 actual or potential social leaders who were randomly assigned to experimental or control conditions. Teachers classified the Ss as generally positive or negative in attitudes and behavior. The effects of the intervention upon attitudes of leaders were determined by measures of self-concept, locus of control, social efficacy, and attitudes toward school. Periodically, subject behavior was rated by teachers and coded by naive observers. Participation as leaders did reduce the tendency of subjects with negative attitudes and behavior to become increasingly negative. Males, especially, increased their sense of efficacy and internal acceptance of responsibility. The highest post-intervention self-reports came from the most successful leaders (as ranked by the experimenter). (Author/LP)

ED 084 835 **EM 011 656**

Richardson, Frank C.

A Self-Study Manual For Students On Coping With Test-Taking Anxiety.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-25

Pub Date Sep 73

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, *Computer Assisted Instruction, Independent Study, *Study Guides, *Testing Problems, *Tests

A self-study manual for students on coping with test-taking anxiety is presented along with a commentary by its author. The manual is designed for use in conjunction with videotapes and practice of anxiety management techniques in a computer-guided practice test-taking session. The manual is part of a program designed to provide a regularly available service for highly test-anxious students in computer-assisted instruction. (RH)

ED 084 868 **EM 011 691**

The Affective Domain; Contributions of Behavioral Science to Instructional Technology. Number One. A Resource Book for Media Specialists.

National Special Media Institutes.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 72

Note—176p.; See also EM 011 692 and EM 011 693

Available from—Gryphon House, 1333 Connecticut Avenue, N.W., Washington, D.C. 20036

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Affective Behavior, Affective Objectives, Anxiety, Attitudes, *Behavioral Science Research, *Behavioral Sciences, Beliefs, Computer Assisted Instruction, Educational Games, Educational Technology, *Instructional Design, *Instructional Technology, Motivation, Sensitivity Training, Simulation, Socialization, State of the Art Reviews, Values

Identifiers—*Affective Domain

Seven chapters present a variety of viewpoints on human feelings, or affect. All, however, are directed at instructional technologists who are involved in the design of instructional systems and all share a concern for the development of instruction which interests, involves, and motivates learners; the papers were chosen on the basis of the facts that their major themes were diverse, well documented by prior research and had clear implications for instruction. The individual essays deal with the following topics: 1) human relations training and the innovation consultant; 2) the role of educational technology in the development of achievement motivation; 3) the effects of anxiety upon computer-assisted instruction; 4) some implications for change regarding education and the major value orientations in our culture; 5) the implications of social learning theory for the design of instructional systems; 6) the techniques and problems of attitude measurement; and 7) the affective relevance of learning games and simulation. (LB)

ED 085 075 **PS 006 833**

Nowicki, Stephen *Walker, Charlotte*

The Role of Generalized and Specific Expectancies in Determining Academic Achievement.

Emory Univ., Atlanta, Ga.

Pub Date 73

Note—6p.

Available from—Stephen Nowicki, Jr., Department of Psychology, Emory University, Atlanta, Georgia 30322

Journal Cit—Journal of Genetic Psychology, 1973 (in press)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Aspiration, *Elementary School Students, *Expectation, Grade 5, Grade 6, *Locus of Control, *Self Concept

Identifiers—Nowicki Strickland Personal Reaction Survey, Rotter Level of Aspiration Board

The purpose of the present study was to examine the relation of generalized and specific expectancies to actual academic performance. Thirty-five female and twenty-eight male fifth and sixth graders completed the Nowicki-Strickland locus of control scales and Rotter Level of Aspiration Board procedures. Results indicated that those, who perceived themselves to be internally controlled (and who used immediate experience on the Rotter Board to form accurate expectancies of future performance), achieved more than their counterparts. These results were taken as supportive of conceptualizing achievement in expectancy terms. (Author/DP)

ED 085 423 **TM 003 403**

Scheirer, Mary Ann

A Study of the Effects of Open Classroom Education on Children's Achievement, Self Concepts and Attitudes.

Pub Date 72

Note—74p.; M.A. Thesis, Dept. of Sociology, SUNY at Bingha

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Affective Behavior, *Elementary School Students, *Open Education, *Self Concept, *Student Attitudes, Traditional Schools

Identifiers—*Open Classrooms

This study tested all children (N=1163) in one open classroom school and five "traditional" schools, using Stanford Achievement Tests, the Children's Self Concept Indicator, and the Children's Attitudinal Range Indicator. Data were collected four to five months after the initiation of the open classroom methods, as a preliminary indicator of the effects of these methods. No significant differences in achievement were found

between "open" and "traditional" schools, with the effects of intelligence and parental socioeconomic status controlled by covariance methods. Both self concept and attitude toward school were significantly less positive in the "open" school than in the "traditional" schools. These results are viewed as tentative, because of the very limited time elapsed between the introduction of open education and the collection of the data. The self concept and attitudinal measures have been omitted from the Appendix. (Author/NE)

ED 085 617 CG 008 521

Miller, G. Dean, Ed.

Additional Studies in Elementary School Guidance: Psychological Education Activities Evaluted.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—445p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Communication Skills, *Elementary School Guidance, *Elementary School Teachers, Guidance Programs, *Parent School Relationship, Peer Relationship, Program Evaluation, *Psychoeducational Processes, *Self Concept, Student Development

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This publication, fourth in a series on elementary school guidance, focuses primarily on three target populations counselors are committed to serve: children, teachers, and parents. It contains a collection of controlled studies and the impact of counselor effort on a variety of important guidance outcome variables: selfconcept, peer status, attitude toward school, and interpersonal communication skills of teachers and parents. In virtually all of the research reported, the positive influence of counselor-led activities is a result of some designated competence applied in a systematic way to a specific need of children, teachers or parents. It appears that psychological education, like cognitive learning, is most successful when learning activities are relevant and presented in an orderly manner over time. (Author/LP)

ED 087 656 SO 006 885

Alpen, Morton

Curriculum Significance of the Affective Domain.

Pub Date Mar 73

Note—28p.; Paper presented to Professors of Curriculum Annual Meeting (Minneapolis, Minnesota, March 16-17, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Objectives, Curriculum Development, *Curriculum Evaluation, Curriculum Research, Educational Change, Educational Objectives, *Educational Philosophy, Educational Trends, *Humanization, *Learning Theories, Training Objectives

In this paper the affective domain entails provision for the growth of attitudes and behaviors that deal with feelings, emotions, values, and in general the personal concerns of students. Its place in curriculum can emerge from an exploration of the following questions: To what extent can we identify and describe a distinct affective curriculum? Should it be encouraged and disseminated? Can it succeed as an established movement? Interviews with three educators, a university staff member, a director of an alternative school, and an elementary school curriculum specialist, all advocating and working within an affective approach in education, were the means for discovering the actual role of affective education in curriculum. The interviewees responded to inquiries about the sources in literature for their programs, their goals for students, their view of affect as an end or as a means in curriculum, the state of being of their curriculum, their preparation of teachers, and evaluation or observations of their programs. With the exception of the curriculum specialist, who had well thought-out-curriculum materials, the interviewees had little to contribute toward defining the role of the affective domain in curriculum, casting doubt on the success of the affective movement. (JH)

ED 087 811 TM 003 435

Barker, William F.

Evaluation Methods and Procedures In a Therapeutic Nursery Program.

Pub Date Aug 73

Note—5p.; Paper presented at the American Psychological Association Meeting (Montreal, Canada, August, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, *Emotional Development, Evaluation Methods, *Intellectual Development, *Interpersonal Relationship, Parent Child Relationship, Peer Relationship, *Preschool Children, *Preschool Evaluation, Preschool Tests, Social Adjustment, Student Teacher Relationship, Therapeutic Environment

Four areas of evaluation will be briefly discussed: 1) those areas of functioning which should be assessed, 2) instruments which were used in each area, 3) knowledge of instruments, 4) preliminary results for each instrument. The areas related to the preschool child which should be evaluated consist of: 1) the child's cognitive functioning, 2) the child's emotional functioning, 3) the child's relationship with classroom peers, 4) the child's relationship with classroom adults, primarily the teacher, 5) the child's relationship with his family and 6) the child's relationship with his general community. The overall results from the various instruments would seem to indicate that: 1) the program does seem to induce change in a favorable direction in the children, and that: 2) the various instruments are working in a self consistant manner. For example, items on the Psychiatric Behavior Scale correlate nicely and in the expected direction with factor scores from the Kohn Sympton Checklist. (Author/MLP)

Journal Articles

EJ 037 501 060 SP 500 846
Affective Education: Implications for Group Process Chaney, Reece; Passmore, J. Laurence, *Contemporary Education* v42 n5, pp213-16, Apr 71
*Teacher Education, *Preservice Education, *Sensitivity Training, *Affective Objectives, Models, Teacher Behavior, Affective Behavior

EJ 038 914 060 CG 502 944
Self Actualization and Modification of Affective Self Disclosures during a Social Conditioning Interview Hekmat, Hamid; Theiss, Michael, *Journal of Counseling Psychology*, v18 n2, pp101-105, Mar 71
*Self Actualization, *Behavior Change, *Conditioning, *Individual Psychology, *Personality, Affective Behavior, Behavior Rating Scales, Psychotherapy, Self Evaluation
Analysis of the data indicated that the low self actualizing group had the highest rate of conditioning, while the high self actualizing individuals showed a nonsignificant gain in the rate of affective self disclosures during conditioning but were more resistant to extinction as compared to the low and the moderate groups. (Author)

EJ 038 974 090 CG 502 946
Internal External Locus of Control: A Promising Rehabilitation Variable MacDonald, A. P., Jr., *Journal of Counseling Psychology*, v18 n2, pp111-116, Mar 71
*Self Control, *Rehabilitation Counseling, *Self Actualization, *Individual Psychology, *Handicapped, Expectation, Physically Handicapped, Emotionally Disturbed, Disadvantaged Groups
Research literature leads to the conclusion that (a) externally controlled persons are more threatened by physical disabilities, (b) internals, relative to externals, view emotional disorders as more debilitating than physical disabilities, and (c) social disadvantage and minority group member-

EJ 039 626 310 HE 502 453
Confluent Education: Exploring the Affective Domain Brown, George I., *College Board Review*, n80, pp5-10, Sum 71
*Higher Education, *Cognitive Development, *Affective Objectives, *Learning Processes, Intellectual Experience, Teaching Techniques, Violence, School Role, Educational Change, Social Change
If human dimensions can be reintroduced into classroom learning as a primary educational function, the learner will become personally involved and his continuing learning will affect a change in his behavior. (IR)

EJ 039 667 310 TM 500 236
Order Effects in the Affective Learning Styles of Overachievers and Underachievers Rychlak, Joseph F.; Tobin, Thomas J., *Journal of Educational Psychology*, v62 n2, pp141-47, Apr 71
*Affective Behavior, *Associative Learning, *Overachievers, *Underachievers, High School Students, Negative Reinforcement, Paired Associate Learning, Positive Reinforcement, Males, [Phonetic Preference Inventory]
Explores the differential impact of negatively rated and positively rated trigram paired-associate materials on underachievers and overachievers in high school. (AE)

EJ 039 782 380 CG 503 035
Group Counseling Bright Underachievers and Their Mothers Perkins, John A.; Wicas, Edward A., *Journal of Counseling Psychology*, v18 n3, pp273-278, May 71
*Underachievers, *Group Counseling, *Grade Point Average, *Self Actualization, *Mothers, *Parent Participation, Achievement, Parent Child Relationship, Parent Role
This study's major findings reveal that group counseling as described brought about a significant increase in the underachievers' grade point average and self-acceptance. The presence of mothers in the treatment process appears to be a strong contributing factor. (Author)

EJ 039 872 420 AA 509 978
Effectiveness of Study Counseling and Desensitization in Alleviating Test Anxiety in College Students Allen, George J., *Journal of Abnormal Psychology*, v77 n3, pp282-9, Jun 71
*College Students, *Anxiety, *Counseling Services, *Tests

EJ 039 917 420 TM 500 205
Improving the Identification of Anxious Elementary School Children Through the Use of an Adjusted Anxiety Scale O'Reilly, Robert P.; Wightman, Lawrence E., *Journal of Educational Measurement*, v8 n2, pp107-12, Sum 71
*Anxiety, *Diagnostic Tests, *Elementary School Students, *Test Validity, Grade 6, [*Test Anxiety Scale for Children (TASC), Lie Scale for Children (LSC)]

EJ 041 443 420 CG 503 220
Understanding Self and Others: A Relevant, Purposeful Experience Dinkmeyer, Don, *Canadian Counsellor*, v5 n3, pp209-214, Jun 71
*Self Concept, *Learning Theories, *Learning, *Individual Development, *Self Actualization, Response Mode, Personality Development

EJ 041 950 060 EM 501 428
The Function of Stated Objectives in Teaching for Affective Learning Hirschlein, Beulah M.; Jones, John G., *Educational Technology - Teacher and Technology Supplement*, v11 n6, pp47-49, Jun 71
*Affective Behavior, *Educational Objectives, *Teaching Techniques, Curriculum Development
This paper focuses on "the identification and implementation of affective objectives within the curriculum framework." (Authors/AK)

EJ 042 660 270 EM 502 020
Programmed Instruction in the Affective Domain Thiagarajan, S., *NSPI Journal*, v10 n6, pp5-10,15, Jul 71
*Programed Instruction, *Affective Objectives, *Measurement Techniques, Program Design
The author discusses a technique "for analyzing affective goals and specifying them in terms of suitable measuring procedures." The article also outlines "three approaches available for the design, development and validation of programmed instruction in the affective domain." (Author/AK)

EJ 042 930 310 AA 510 222
An Updated Representative List of Methods and Educational Programs for Stimulating Creativity Treffinger, Donald J.; Gowan, John Curtis, *Journal of Creative Behavior*, v5 n2, pp127-39, 71
*Creativity, *Stimulation, *Educational Programs, *Curriculum, *Affective Objectives

EJ 043 175 420 CG 503 321
Helping Student Achieve Self-Actualization: A Case Study of Non-Directed College Counseling Van Gorder, Edwin; Kemerer, Frank R., *Journal of the National Association of College Admissions Counselors*, v16 n2, pp11-15, Jul 71
*Counselor Role, *Counseling Programs, *Self Actualization, *Counseling Theories, *Nondirective Counseling, Counseling, Helping Relationship, Identification (Psychological), Decision Making, College Students
The authors have tried to show how our schools can perform a great service to young people in helping them achieve self actualization by allowing them to learn and practice the steps in decision making as they plan their lives after graduation. (Author)

EJ 043 187 420 CG 503 378
Desensitization of Fire Bell Phobia O'Reilly, Patricia P., *Journal of School Psychology*, v9 n1, pp55-57, 71
*School Psychologists, *Reinforcement, *Stimuli, *Psychological Patterns, *Anxiety, Stimulus Behavior, Group Therapy, Elementary School Students, Adjustment Problems, School Phobia
This case study presents an example of how one school psychologist helped a child and an entire class solve a problem. Although the techniques used are not unique to school psychological practice, the problems presented by their use are. The procedure consisted of a desensitization process lasting ten weeks. (Author)

EJ 043 283 450 PS 501 201
Effect on Resistance to Deviation of Observing a Model's Affective Reaction to Response Consequences Slaby, Ronald G.; Parke, Ross D., *Developmental Psychology*, v5 n1, pp40-47, Jul 71
*Behavioral Science Research, *Models, *Affective Behavior, *Empathy, *Socially Deviant Behavior, Elementary School Students, Sex Differences, Rewards, [Punishment]
Elementary school children of both sexes (n=132) saw a male peer film model either rewarded or punished for touching prohibited toys. The model either smiled, cried, or showed no reaction, and subsequently had a differential influence on the behavior of children who observed. (NH)

EJ 045 484 040 SP 501 139
A View from the Other Side Douglas, Lawrence H., *Contemporary Education*, v43 n1, pp30-31, Oct 71
*Personal Values, *Self Actualization, *Changing Attitudes, *Generation Gap, *Youth Problems

EJ 048 289 060 AA 511 369
Accountability in the Affective Domain Borich, Gary D., *Journal of Research and Development in Education*, v5 n1, pp87-96, F 71
*Educational Accountability, *Affective Behavior, *Affective Objectives, *Measurement, *Predictive Validity, Performance Specifications, Analysis of Variance, Predictive Measurement, Cognitive Objectives, Performance Contracts
By securing a network of variables related to cognitive outcomes, we may emphasize important behaviors that are adjuncts to learning and mitigate measurement problems of the performance contract. (Author)

EJ 050 072 130 PS 501 527
Top Priority: Understanding Self and Others Dinkmeyer, Don, *Elementary School Journal*, v72 n2, pp62-71, Nov 71
*Elementary Education, *Educational Objectives, *Self Actualization, Student Teacher Relationship, Teacher Education, Self Concept, Educational Guidance, Instructional Media
Analyzes the educational problem of teachers being unable to deal with the social and emotional development of their pupils, and describes a program of student self actualization and understanding of others. (AN)

EJ 051 006 420 CG 503 989
Standardized Desensitization Method in Group Treatments Fishman, Steven T.; Nawas, M. Mike, *Journal of Counseling Psychology*, v18 n6, pp520-523, Nov 71
*Desensitization, *Group Therapy, *Techniques, *Psychotherapy, *Anxiety, Fear, Psychological Patterns
Reports the result of an attempt at applying the standardized schedule for the treatment of snake phobia in groups. (Author)

EJ 051 046 420 RE 503 599
Effects of a Self-Improvement Course on Self-Concepts of Adolescent Female Clients Collins, Corliss, *Journal of Psychology*, v80, pp81-87, Jan 72
*Self Concept, *Females, *Changing Attitudes, *Self Esteem, *Anxiety, Adolescents, Psychological Patterns, Behavioral Problems, Emotional Adjustment, Adjustment (To Environment)

EJ 051 590 140 AA 511 451
Missing: A Viable Aim for American Education Crawford, A. Berry; Brown, Warren R., *Educational Theory*, v21 n4, pp407-17, F 71
*Educational Philosophy, *Educational Objectives, *Educational Needs, *Self Actualization, Educational Change
The authors found a viable aim of American education in self-actualization. (AS)

EJ 052 388 420 CG 504 063
School Phobia Revisited Leard, Hugh M., *Canadian Counsellor*, v6 n1, pp27-31, Jan 72
*Anxiety, *Emotionally Disturbed Children, *Emotional Maladjustment, *School Phobia, *Parent Student Relationship, Student School Relationship, Fear, Psychological Patterns
School phobia is the pronounced fear reaction of a child who is experiencing significant anxiety and suffering. A warm accepting teacher is required. He must be one who can set firm and consistent yet reasonable limits for the child. Therapy is recommended for the child and his parents. (Author)

EJ 054 148 080 AA 512 001
Communication in the Affective Domain Strom, Robert; Ray, William, *Theory Into Practice*, v10 n4, pp268-75, Oct 71
*Affective Behavior, *Play, *Team Teaching, *Communication (Thought Transfer), *Child Language, Affective Objectives, Cognitive Objectives, Parent Participation
Discusses the possibility of utilizing the play focus of children to provide a superior medium for cognitive learning, utilizing parent-teacher team teaching. (AN)

EJ 054 149 080 AA 512 003
Nonverbal Communication in the Elementary Classroom Schusler, Richard A., *Theory Into Practice*, v10 n4, pp282-7, Oct 71
*Nonverbal Communication, *Teacher Behavior, *Classroom Communication, *Elementary Grades, *Affective Behavior, Evaluation Techniques, Literature Reviews, Measurement Instruments, Kinesthetic Methods
Provides a background for nonverbal communication in the classroom, and relates teacher behavior to the perception of student attitude towards himself by the teacher. (AN)

EJ 054 152 080 AA 512 006
A Language for Affective Education Victoria James, *Theory Into Practice*, v10 n4, pp300-4 Oct 71
*Affective Objectives, *Classroom Communication, *Evaluation, *Teacher Behavior, *Nonverbal Communication
Recognition by teachers of the qualitative nonverbal and verbal dimensions of communication should enhance their ability to relate to all students. (Author)

EJ 054 302 140 AA 511 868
The Schooling of Tomorrow's Women Minuchin, Patricia, *School Review*, v80 n2, pp199-208, Feb 72
*Womens Education, *Open Education, *Self Concept, *Self Actualization, *Educational Improvement, Educational Objectives, Feminism, Females, Relevance (Education)
Four goals or educational tasks seem pertinent for a school that would be relevant to the development of a liberated young female: 1) minimization of stereotypes; 2) provision of broad exposure to experiences, ideas, and models; 3) education in skills for choice, problem solving, and evaluation: 4) enhancement of self-differentiation and self-knowledge. (Author)

EJ 055 269 480 SO 500 921
Developing Understanding of Self and Others: Cetral to the Educational Process Dinkmeyer, Don, *People Watching*, v1 n1, pp12-16, Spr 72
*Child Development, *Affective Objectives, *Individual Development, *Self Concept, Psychoeducational Processes, Socialization, Maturation, Program Descriptions, Resource Guides, Elementary Grades
The rationale for a program in Developing Understanding of Self and Others (DUSO) is presented. The program is concerned with helping the child become more aware of himself, others, and the nature of human development. (Author/JB)

EJ 056 589 420 AA 512 309
Can Schools Grow Persons? Rogers, Carl R., *Education Digest*, v37 n8, pp20-1, Apr 72
*Individualism, *Teacher Role, *Self Actualization, *Individual Development, Educational Attitudes, Personal Growth
Article states that no institution, no carefuly planned program or curriculum can grow an individual. Only a special kind of teacher can do this. (Author/ML)

EJ 057 179 090 CG 504 437
Group Reactive Inhibition Counseling Graff, Robert W.; And Others, *Journal of College Student Personnel*, v13 n3, pp274, May 72
*Group Counseling, *Anxiety, *Student Problems, *Inhibition, *Extinction (Psychology), Student Personnel Services, Counselors, College Students
This article describes one method, an extinction technique, that has been used efficiently with college students experiencing school related anxiety. (Author)

EJ 057 266 140 AA 512 699
Affective Education: Aesthetics and Discipline Heath, Douglas H., *School Review*, v80 n3, pp353-72, May 72
*Aesthetic Education, *Affective Objectives, *Values, *Multisensory Learning, *Maturation, Educational Responsibility, Educational Trends, Emotional Development
Author discusses the merits of affective education but warns it is a "potentially dangerous innovation that may accentuate unhealthy development." (Editor/Author)

EJ 059 503 420 CG 504 52[illegible]
Systematic Desensitization: A Technique Worth Trying Bugg, Charles A., *Personnel and Guidance Journal*, v50 n10, pp823-828, Jun 72
*Desensitization, *Anxiety, *Behavioral Counseling, *Fear, *Psychological Patterns
The author relates his experiences in using a modified form of systematic desensitization in a public school setting with counselees whose success and development are hampered by test anxiety and fear of public speaking. (Author)

EJ 059 504 420 CG 504 573
Influence of Transcendental Meditation on a Measure of Self-Actualization Seeman, William; And Others, *Journal of Counseling Psychology*, v19 n3, pp184-187, May 72
*Self Actualization, *Self Concept Tests, *Self Concept, *Self Congruence, *Personality Tests, Individual Characteristics, Identification (Psychological)

EJ 066 166 140 AA 513 727
The Time is Ripe for Affective Education Schneider, Donald, *Clearing House*, v47 n2, pp103-06, Oct 72
*Affective Behavior, *Emotional Development, *Educational Theories, *Educational Strategies, *Educational Development, Inservice Teacher Education, Experimental Teaching, Training Techniques, [Workshop Institute for Living Learning, WILL]
Analyzes the teaching process, its neglect of emotional considerations, and suggests exercises for developing emotional awareness in the classroom. (RK)

EJ 066 649 270 CG 504 998
Human-Relations Training in Three Rural Manitoba High Schools: A Three Month Follow-Up

Banmen, John; Capelle, Ron, *Canadian Counselor*, v6 n4, pp260-270, Oct 72
*High School Curriculum, *Sensitivity Training, *Student Personnel Programs, *Self Actualization, Human Relations, Followup Studies, Group Experience, High School Students, Personal Growth
This study is supportive of other studies which indicate that human relations training results in lasting rather than temporary personal growth. (Author)

EJ 067 744 140 AA 513 615
Values and Decision Making: Helping Students Achieve Self Actualization Van Gorder, Edwin; Kermerer, Frank R., *Independent School Bulletin*, v32 n1, pp26-31, Oct 72
*Self Actualization, *Individualism, *Social Maturity, *Student Motivation, *Decision Making Skills, Maturation, Nondirective Counseling
Describes methods by which schools can help students realize their own self-actualization through graduated processes of decision making. (RK)

EJ 068 763 380 CG 505 145
Self-Actualization among Extremely Superior Students McClain, Edwin W.; Andrews, Henry B., *Journal of College Student Personnel*, v13 n6, pp505-510, Nov 72
*Self Actualization, *Gifted, *Superior Students, *College Students, *Personality Assessment, Academic Achievement, Individual Development, Psychological Characteristics
Superior students' capacities for intellectual and aesthetic experience appear to be highly actualized. However, their excessive independence appears to be thwarting to another important area of human fulfillment, i.e., living in rewarding interpersonal relationships. (Author/CJ)

EJ 069 363 090 CG 505 231
Effects Of Group Counseling and Behavior Therapy On The Academic Achievement Of Test-Anxious Students Mitchell, Kenneth R.; Ng, Kim T., *Journal of Counseling Psychology*, v19 n6, pp491-497, Nov 72
*Group Counseling, *Anxiety, *Academic Achievement, *Study Skills, *Behavioral Counseling, Desensitization
Results indicated that only significant reductions on test anxiety were obtained for groups given desensitization, but for groups given combinations of desensitization and counseling, improvement occurred in both test anxiety and study skills. (Author)

EJ 069 702 180 CG 505 191
Cognitive Modification of Test Anxious College Students Meichenbaum, Donald H., *Journal of Consulting and Clinical Psychology*, v39 n3, pp370-380, Dec 72
*Testing, *Test Wiseness, *Testing Problems, *Anxiety, *Desensitization, College Students, Response Mode, Cognitive Processes
A group cognitive modification treatment was effective in significantly reducing test anxiety as assessed by (a) test performance, (b) self-reports and (c) grade point average. (Author)

EJ 070 398 420 CG 505 236
Specific And Generalized Anxiety As Determinants Of Outcome With Desensitization Of Test Anxiety McMillan, Joan R.; Osterhouse, Robert A., *Journal of Counseling Psychology*, v19 n6, pp518-521, Nov 72
*Anxiety, *Testing Problems, *Desensitization, *Psychological Patterns, College Students
This study examined the effectiveness of systematic desensitization for reducing the anxiety of highly test-anxious students who differed in their level of generalized anxiety. (Author)

EJ 072 200 450 AA 514 692
Increased Self-Actualization as a Result of an Intensive One Semester Academic Program Mullins, Richard F., Jr.; Perkins, Edwin M., Jr., *Journal of Educational Research*, v66 n5, pp210-14, Jan 73
*Self Actualization, *Personality Assessment, *Higher Education, *Biology, *Behavior Rating Scales, Educational Innovation, Orientation, Academic Education, Student Needs
Thirty-four college undergraduates, not majoring in science, participated in an innovative program in the biological sciences. The program stressed applications of biology to social problems, and emphasized emotional as well as intellectual growth. (Author)

EJ 073 723 420 AA 514 963
Shaping Up or Self-Shaping: A Look at Modern Educational Theory Litt, Sheldon, *Journal of Humanistic Psychology*, v13 n1, pp69-73, W 73
*Educational Psychology, *Self Actualization, *Educational Objectives, Learning Theories, Educational Research, Educational Philosophy
Curiosity plays an important role in learning and in self motivation. Self realization is a more desirable goal than "shaping up." (DS)

EJ 075 936 130 PS 502 560
The Affective Side of the Schooling Experience Johnson, David W., *Elementary School Journal*, v73 n6, pp305-13, Mar 73
*Student Reaction, *Learning Experience, *Affective Behavior, *Student Attitudes, *Definitions, Decision Making, Program Effectiveness, Instructional Improvement, Curriculum Development, Student Evaluation
This article focuses on the importance of affective outcomes, the definition of the affective side of the schooling experience, and the measurement of the impact of instruction on the affective reactions of pupils. (Author)

EJ 077 378 060 EM 503 280
The Student Will Appreciate Competently... Harbeck, Mary B., *Educational Technology*, v12 n11, pp26-28, Nov 72
*Performance Criteria, *Behavioral Objectives, *Affective Behavior, *Student Evaluation
A brief discussion of the problems of developing competency-based evaluation in the affective domain of student behavior. (AK)

EJ 078 556 420 CG 505 697
The Impact of Coed Residence Halls on Self-Actualization Schroeder, Charles C.; LeMay, Morris L., *Journal of College Student Personnel*, v14 n2, pp105-110, Mar 73
*Coeducation, *College Housing, *Dormitories, *Group Relations, *Self Actualization, Individual Development
The purpose of the present study was to determine if there were initial differences on selected scales of the Personal Orientation Inventory (POI) between students who chose to live in coed residence halls and those who chose to live in traditional single-sex residence halls, and also if residing in coed living units affected the further development of self-actualization. (Author)

EJ 078 894 040 VT 504 853
Measuring the Immeasurables Banks, Jane M., *American Vocational Journal*, v48 n4, pp36-37, Apr 73
*Behavioral Objectives, *Affective Behavior, *Affective Objectives, *Work Attitudes, *Behavior Rating Scales
Three examples of performance goals written in the affective domain and two rating scales designed to help teachers use them. (Editor)

EJ 078 940 060 CG 505 728
The Counselor's Workshop: Helping Humanize Education Myrick, Robert D.; Moni, Linda S., *Elementary School Guidance and Counseling*, v7 n4, pp295-299, May 73
*Elementary School Guidance, *Elementary School Curriculum, *Human Relations, *Attitudes, *Affective Behavior, Counselor Role
The procedure presented here is designed to help children recognize that feelings and attitudes affect what a person sees; what one person sees is not necessarily the same as what another will see; what a person sees often determines how he behaves in a situation; and the way a person behaves influences the way others respond to him. (Author)

EJ 079 218 130 VT 504 856
Cultivating the Affective Domain Ridenour, Harlan E., *American Vocational Journal*, v48 n4, pp44,82, Apr 73
*Affective Behavior, *Affective Objectives, *Personal Growth, *Personality Development, Vocational Education, Behavioral Objectives, Success Factors, Agricultural Education, [*Future Farmers of America, FFA]
Reports on action initiated by the FFA to develop a program for agricultural students' personal development. (MU)

EJ 080 384 490 AA 516 085
Curricular Organizing Strategies, Classroom Interaction Patterns, and Pupil Affect Bennett, Roger V., *Journal of Educational Research*, v66 n9, pp387-93, May-Jun 73
*Student Teacher Relationship, *Affective Behavior, *Classroom Environment, *Teacher Influence, *Interaction Process Analysis, Behavior Patterns, Teaching Methods, Classroom Communication, Comparative Analysis, Tables (Data)
It was concluded that important differences occurred in interaction patterns, but not in pupil affect, when two different curricular organizing strategies were used. (Author)

EJ 080 658 060 CG 505 904
Affective Education: Lessons in Ego Development Levine, Esther, *Psychology in the Schools*, v10 n2, pp147-150, April 73
*Affective Behavior, *Affective Objectives, *Educational Objectives, *Mental Health, *Humanization, Human Development
This cursory outline of the Human Development Program has been given as one example of Affective Curricula available for classroom use. While it is not within the scope of this paper to describe fully the mechanics of the Program, some mention is made of selection and preparation procedures. (Author)

EJ 084 082 CG 506 124
Systematic Versus Semantic Desensitization and Implosive Therapy: A Comparative Study Hekmat, Hamid, *Journal of Consulting and Clinical Psychology*, v40 n2, pp202-209, Apr 73
*Behavioral Science Research, *Desensitization, *Intervention, *Conditioning, *Affective Behavior, Therapy, Behavior Problems
In this study, both the semantic and systematic desensitization methods were found to be significantly more effective than the implosive therapy and the control treatments in the modification of phobic behavior among the college student population. (Author)

EJ 084 084 CG 506 126
Affective Reactions Toward Computer-Based Intelligence Testing Hedl, John J., Jr.; And

Others, *Journal of Consulting and Clinical Psychology*, v40 n2, pp217-222, Apr 73
*Student Reaction, *Affective Behavior, *Anxiety, *Computer Oriented Programs, *Intelligence Tests, *Testing Programs, Psychological Tests, Testing
The results of this study indicate that the computer testing procedures led to significantly higher levels of state anxiety and less favorable attitudes in comparison to the examiner testing procedures. These negative affective reactions were seen as a function of certain computer testing procedures. (Author)

EJ 084 185 CG 506 226
Use Of An Achievement Motivation Course To Reduce Test Anxiety Of Academic Low Achievers Biggs, Barbara E.; Felton, Gary S., *College Student Journal*, v7 n1, pp12-16, Jan-Feb 73
*Testing, *Anxiety, *Psychological Patterns, *Desensitization, *Intervention, Academic Achievement
This study was conducted to assess the effectiveness of a motivation and time-study course in reducing test anxiety. These results suggest that a motivation and time-study course, when offered in an academic context, can be an effective change agent for test-anxious academic low achievers. (Author)

EJ 084 684 FL 505 216
Teaching toward Affective Goals in Foreign Languages Disick, Renee S., *Foreign Language Annals*, v7 n1, pp95-101, Oct 73
*Modern Languages, *Language Instruction, *Affective Behavior, *Affective Objectives, *Teaching Methods, Relevance (Education), Educational Objectives, Instructional Program Divisions

EJ 086 047 EC 052 573
The Gifted Child in the Affective Domain Gensley, Juliana, *Gifted Child Quarterly*, v17 n2, pp113-15, Sum 73
*Exceptional Child Education, *Gifted, *Emotional Development, *Affective Behavior

EJ 087 462 CG 506 427
Effects Of Personal Growth Groups On Self-Actualization And Creative Personality Walton, Dan R., *Journal of College Student Personnel*, v14 n6, pp490-494, Nov 73
*Self Actualization, *Individual Development, *Personal Growth, *Personality Tests, *T Groups, Self Concept, Self Evaluation, Personality Studies, Creativity
Attempts to define group-produced growth in self-actualization and personality. (Author)

EJ 087 518 CG 506 483
Practicing of Meditation by School Children and Their Levels of Field Dependence Independence, Text Anxiety, and Reading Achievement Linden, William, *Journal of Consulting and Clinical Psychology*, v41 n1, pp139-143, Aug 73
*Elementary School Students, *Cognitive Development, *Affective Behavior, *Individual Development, *Attention Control, Adaptation Level Theory, Motivation, [*Meditation]
The results suggest that through meditation practice the individual may learn how to concentrate and to volitionally alter his feeling state by shifting his attention. (Author)

EJ 087 561 CG 506 526
Behavior Modification and the Interview Shaw, Edward A., *Journal of College Placement*, v34 n1, pp52-57, Oct-Nov 73
*Behavior Change, *Personality Change, *Employment Interviews, *Anxiety, *Counseling Theories, Desensitization, Affective Behavior, Career Planning, Employer Attitudes, Job Application, Employment Counselors
Rather than coach students into stereotypes, the author recommends the use of techniques designed to teach them how to relax and project their true personalities. (Editor)

EJ 088 615 SO 502 318
Massed Group Desensitization in Reduction of Test-Anxiety Dawley, Harold H., Jr.; Wenrich, W. W., *Psychological Reports*, v33 n2, pp359-363, Oct 73
*Desensitization, *Anxiety, *Group Behavior, Testing Problems, Control Groups, Conditioning, Behavior Change, Psychological Studies, Group Therapy
The results of this study of two groups of nursing students, one administered desensitization sessions, the other not, agree with earlier studies which indicate that massed group desensitization is an efficient and efficacious procedure for the reduction of anxiety-based disorders. (Author/KM)

EJ 088 617 SO 502 320
Treatment of Test Anxiety by Group Implosive Therapy Dawley, Harold H., Jr.; Wenrich, W. W., *Psychological Reports*, v33 n2, pp383-388, Oct 73
*Anxiety, *Conditioning, *Group Behavior, Testing Problems, Control Groups, Behavior Change, Stimuli, Group Therapy, [*Implosive Therapy]
Designed to study implosive therapy with groups, this use of a behavioristic technique, which reduces unadaptive anxiety by emphasizing the presentation of the highly anxiety-evoking stimulus until the stimulus is no longer able to evoke anxiety, failed to produce a significant difference between control and therapy groups. (Author/KM)

EJ 088 626 SO 502 329
Internal-External Control, Test Anxiety and Academic Achievement: Additional Data Prociuk, Terry J.; Breen, Lawrence J., *Psychological Reports*, v33 n2, pp563-566, Oct 73
*Locus of Control, *Testing, *Anxiety, Academic Achievement, Data Analysis, Comparative Analysis, Analysis of Variance
This study examined the relationship between the internal-external control and text anxiety constructs, and academic achievement. The hypothesis that internals would be more successful academically than externals was not supported. (Author)

EJ 089 972 PS 502 962
Balancing Basics: Our Transactions with Children Their Transactions with Tomorrow Shoemaker, Francis, *Childhood Education*, v50 n2, pp58-62, Nov 73
*Early Childhood Education, *Self Actualization, *Teaching Techniques, *Educational Objectives, *Curriculum Development, Human Relations, Teacher Role, Art, Sciences
Discusses the need for improving the quality of relationships between people, and for concentrating on "more human values": observation, memory, curiosity, imagination, sympathy. Examples of teachers aiding children to communicate are compared. (ST)

EJ 090 853 CG 506 626
Comparison of Three Methods of Reducing Test Anxiety: Systematic Desensitization, Implosive Therapy, and Study Counseling Cornish, Richard D.; Dilley, Josiah S., *Journal of Counseling Psychology*, v20 n6, pp499-503, Nov 73
*Anxiety, *Desensitization, *Study Skills, *Tests, *Academic Performance, Study Habits, College Students, Grade Point Average, Grades (Scholastic)
Systematic desensitization, implosive therapy, and study counseling have all been effective in reducing test anxiety. In addition, systematic desensitization has been compared to study counseling for effectiveness. This study compares all three methods and suggests that systematic desentization is more effective than the others, and that implosive therapy is more effective than study counseling. (Author)

EJ 090 861 CG 506 634
Teaching Interpersonal Relationship Skills on Campus: A Pyramid Approach Archer, James; Kagan, Norman, *Journal of Counseling Psychology*, v20 n6, pp535-540, Nov 73
*Interpersonal Competence, *Self Actualization, *Social Development, *Helping Relationship, *Communication Skills, Post Testing, Video Tape Recordings, College Students, Group Relations, Peer Relationship
Interpersonal communication skills training groups led by undergraduate paraprofessional leaders using an interpersonal process-recall videotape-feedback training model were compared with groups using a limited-structure encounter-group model and with no-treatment control groups. Participants in the interpersonal-process-recall videotape-feedback groups scored significantly higher than did the encounter or control group participants. (Author)

EJ 090 907 CG 506 680
Systematic Desensitization Of Test Anxiety: A Comparison Of Group And Individual Treatment Scissons, Edward H.; Njas, Lloyd J., *Journal of Consulting And Clinical Psychology*, v41 n3, pp470, Dec 73
*Anxiety, *Desensitization, *Individual Counseling, *Group Therapy, *Tests, Progressive Relaxation, College Students, Standardized Tests, Fear, Pretestingesting
The results indicate the effectiveness of both individual desensitization and group desensitization in the treatment of high test anxiety. More research is needed in comparing the effectiveness of group desensitization and individual desensitization with intratreatment variables. (Author)

Doctoral Dissertations

CHANGES IN SELF-REGARD AND REGARD FOR OTHERS AS A FUNCTION OF INTERACTION GROUP EXPERIENCES

Mapule Frances Ramashala ADDY, Ed.D.
University of Massachusetts, 1973

Director: Dr. Ronald Fredrickson

The study is concerned with the relationship between self-regard and regard for others. Changes in these variables as a function of interaction group experiences, and the broader implications of these variables on black-white interpersonal relations.

The study was conducted on a college campus residential area at the University of Massachusetts. Two groups of students were pretested for self-regard, regard for others, absolutism, and polar selections of 1's and 7's on the rating scale. The experimental group comprised of 20 subjects selected from the University's Residence-Hall Counselor Training program. This program was developed and executed by the office of Student Personnel Services of the University of Massachusetts. An additional 20 subjects were selected from a volunteer group of black students, who were in turn selected as apprentices in the Residence-Hall Counselor Training program. The former group consisted of 18 white and 2 black junior and senior residents and the latter group consisted of 20 black freshman and sophomore year students. The measures used were the Berger Scale of Self-Acceptance and Acceptance of Others, the Absolutism Scales, and the Rating Scales.

Following pre-testing the experimental group was involved in an eight week training program especially designed for this investigation. The program consisted mainly of interaction group experiences with interaction rather than confrontation being the vehicle for promoting change in attitudes, personal group and effective interpersonal relationships within the group. Although the same information and pre-testing procedures were conducted for the control group the latter was not exposed to the eight week training program.

Four trainers matched for sex and race were selected, with each pair responsible for two groups within the experimental group. The trainers met on a weekly basis to discuss group process, to share experiences and to assure that training strategies are relatively similar. On completion of the eight week program post-testing was done for both the experimental and control groups. Data secured from the measures was collated and scored for analysis using mainly analysis of variance techniques. Four basic hypotheses were presented. One for determining pre-treatment differences between the experimental and control groups, two for determining treatment effect on the experimental group, three for determining race differences and four, for determining sex differences.

Findings indicated significant pre-treatment differences between the experimental and control groups, showing the experimental group to be significantly lower in self-regard and regard for others prior to initiating treatment. Data for testing the second hypothesis however, showed a marked reversal of the change pattern with the experimental group indicating significantly greater changes than the control. This finding was crucial in determining and confirming the effectiveness of Interaction Group Experiences on attitude changes.

In addition to the preceding findings significant race and sex differences were found, as well as the interaction of these factors, showing black females to be the lowest on self-regard and regard for others; although changes indicate the latter group to [illegible] higher than their [illegible] white males [illegible].

Additional data not directly related to the hypotheses were analyzed. These showed a definite relationship between self-regard and regard for others, and that changes in the one variable led to corresponding changes in the other variable as a function of Interaction Group Experiences.

On the basis of the theoretical and philosophical assumptions made in this investigation it was predicted that facilitation of personal growth resulting in positive self-regard and regard for others would lead to facilitation of positive and more effective inter-personal relationships specifically those involving (intergroup) black-white interactions.

Order No. 74-8462, 246 pages

FURTHER DEVELOPMENT OF AN INSTRUMENT THAT MEASURES EXPECTATIONS OF AFFECT FROM ACHIEVING IN LEARNING IN SCHOOL IN FIRST-GRADE CHILDREN

Rosanne ALBERTS, Ph.D.
Fordham University, 1973

Mentor: Bonnie L. Ballif

The purpose of this study was to develop further Woofles, an instrument designed to measure expectations of affect from achieving in learning in school, by determining its basic item statistics, reliability, and validity for Black, Puerto Rican, and White first-grade children.

Woofles consists of 30 items and it is individually administered in less than 10 minutes. Each item includes a verbal description paired with a photographic illustration of a specific school activity. Three children appear in each photograph: one Black, one Puerto Rican, and one White. Fifteen of these 30 items describe school situations indicative of expectations of negative affect from achieving in learning in school, while 15 items describe school situations indicative of expectations of positive affect from achieving in learning in school. Each subject is introduced to a small hand-puppet named Woofles who asks the child to indicate whether or not he likes each of the 30 school situations. The total score for each subject is the sum of correct responses.

Woofles was administered to 315 first-grade children from four urban public schools located in predominantly lower-middle-class neighborhoods. The 315 subjects consisted of 37 Black males, 46 Black females, 68 Puerto Rican males, 57 Puerto Rican females, 58 White males, and 49 White females. In order to determine concurrent validity of Woofles, a subsample of 241 of these subjects was also administered two other tests: the Beere instrument that measures attitudes toward school and Gumpgookies, a test that measures motivation to achieve in school. Based on the combined judgement of the teachers and the interviewers, those children who were non-English speaking or who had difficulty understanding English were eliminated from the sample.

Some basis for concurrent validity of the instrument was demonstrated by low, but significant correlations of Woofles with three independent variables, the Beere instrument, Gumpgookies, and the School-Enjoyment factor of Gumpgookies. The highest relationship was demonstrated between Woofles and the School-Enjoyment factor of Gumpgookies. These findings

can be interpreted as providing some tentative directions that, through further pursuit, may eventuate in concurrent validity.

No significant difference was found between the performance of boys and girls on Woofles. Previous research studies have consistently demonstrated differences between sex and attitudes toward school. However, a significant difference was found between the performance of Puerto Rican children and the Black and White children indicating that Puerto Rican children expressed expectations of less positive affect from achieving in learning in school than either the Black or the White children. Furthermore, both the Black and White children expressed generally positive feelings toward learning.

It can be concluded that Woofles appears to be promising as an instrument designed to measure expectations of affect from achieving in learning in school for young children. Of particular importance is its effectiveness in obtaining and maintaining the interest of young children. In addition it is quickly administered. Although its internal and test-retest reliabilities and its estimates of concurrent validity are low, primarily because its items are too easy for this age group and they have only moderate discrimination indices, Woofles does warrant further development. By revising the items, in order to decrease the difficulty levels, and increase the discrimination indices, Woofles may become a more appropriate instrument in this critical area of school attitude assessments of young children. Order No. 73-16,043, 78 pages.

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND SCHOOL ACHIEVEMENT IN LOW-ACHIEVING, JUNIOR HIGH SCHOOL CHILDREN AND THE EFFECT OF COUNSELING INTERVENTION ON SELF-CONCEPT

A. ARULSIGAMONI, Ed.D.
The American University, 1972

The problems of the study were two-fold. First, the study attempted to describe and interpret the relationships between the self-concept and school achievement in reading and mathematics in low-achieving, junior high school children of grades seven and nine in a selected District of Columbia public school. Second, the study attempted to determine whether or not the self-concept of these children can be improved through counseling intervention.

The subjects of the study were taken from grades seven and nine of a school located in a low socio-economic community. Four home-room sections, two from each grade, with a total of 103 subjects, were used in the study.

The self-concept of the subjects was measured by Lewis Lipsitt's Self-concept Scale and Ideal-self Scale. School achievement in reading and mathematics was measured by the Sequential Test of Educational Progress, a standardized group test.

The study has two parts, one is descriptive and the other is experimental. The descriptive part of the study is concerned with the relationships between the self-concept and school achievement in reading and mathematics. The experimental part of the study is concerned with the effects of counseling intervention on the self-concept and school achievement (in reading and mathematics) of the subjects.

During the experimental period of three months, the experimental subjects (one of the two home-room sections of grades seven and nine) were given counseling, individually and in small groups, either before or after school hours. They attended about eight half-hour sessions, in which the counselees were encouraged to discuss their problems as well as their strengths and weaknesses. The investigator acted as a non-directive counselor during the discussions. Every attempt was made, through counseling intervention, to help the counselees to have a more realistic perception of themselves and develop a more positive self-image.

Twelve hypotheses were advanced, of which the first ten related to the descriptive part, and the last two related to the experimental part of the study. After testing the hypotheses, the individual test scores in the three areas in the experiment were analyzed, and the relationship between the variables was finally interpreted.

The major findings of the study are stated below:

1. There was no significant difference (at the .05 level) in self-concept, reading, or mathematics between the low-achieving, boys' and girls' groups of grades seven and nine or between the two grades.

2. There was no significant difference (at the .05 level) in the levels of performance between self-concept and reading, and between self-concept and mathematics in the subjects in each of grades seven and nine.

3. The counseling intervention technique used in the experiment was found effective, as it indicated a trend of gains in self-concept as well as in school achievement--in the latter, the gains were much higher in reading than in mathematics--in the experimental subjects (but not significant at the .05 level in comparison with the control subjects.

This study, while stressing the need for developing a more positive self-concept in the low-achieving, junior high school children, indicated a close relationship between the self-concept and the school achievement of these children. The study further showed that counseling intervention improved both the self-concept and the school achievement of the subjects. However, the investigator recommends more studies be made which focus on the child's self-concept and its impact on the child's school performance.

Order No. 73-16,600, 155 pages.

THE EFFECT OF SELF-AWARENESS CLASSES ON THE ATTRITION RATE OF COLLEGE FRESHMEN

Robert Alan BROWN, Ph.D.
University of Pittsburgh, 1972

This study attempted to evaluate the effect of group counseling procedures on classroom size groups of college freshmen. The research was carried out at California State College in California, Pennsylvania. This design attempted to account for four main areas of difficulty in developing a valid research design for counseling outcomes.

1. The counseling procedure consisted of a clearly defined sequence of stimuli designed to elicit individual reactions to previously inculcated value systems. The process that evolved as a result of the stimuli was the basis for the interaction of each group encounter. The total procedure consisted of twelve, fifty minute weekly sessions. The stimuli presented, the group atmosphere developed, and the group leader's reactions and facilitative comments to the stimuli were based on the procedures outlined by Malamud and Machover in "Toward Self-Understanding" (1955).

2. The criterion selected was the attrition rate of college freshmen. During a freshmen orientation meeting, freshmen were given a questionnaire to determine their reasons for attending college. One of the questions freshmen responded to was, "Do you expect to graduate?" It was hypothesized that if students expected to graduate, a good measure of their ability to cope effectively with their environment would be their ability to remain in school. Of freshmen expecting to graduate, the attrition rate of those who were counseled was compared with the attrition rate of those who did not receive counseling.

3. Precautions were taken to exclude the effect of extraneous variables. The total freshmen class was invited to participate in the self-awareness classes. Thus overcoming one of the major defects in most studies of successful group counseling outcomes, the use of a selected restrictive population. In addition to the volunteers, four classes of Educational Foundations 101 were randomly selected to receive the treatment. Consequently non volunteers as well as people who did not bother to attend the orientation meeting received the treatment. The volunteer factor was controlled by having volunteers who did not receive the treatment as well as non volunteers who did receive the treatment.

Prior to the treatment all groups being compared on attrition rate were first compared on predictors of college success to insure that the pre-treatment groups did in fact have equal ability to remain in college. The predictors used for compar-

ison were college board scores and high school rank in class.

4. The paradigm, a posttest-only control group was devised within Rogers' theoretical constructs regarding the nature of man and his development.

The results showed that of students expecting to graduate, those who received counseling had a significantly lower attrition rate than those who did not receive counseling. Volunteers counseled were not significantly different in attrition from non volunteers counseled, leading one to conclude that the difference between counseled and non counseled was a result of the treatment rather than the volunteering. Non attenders of the orientation were found to be significantly higher in attrition than attenders of the orientation meeting. However, non attenders that received the treatment were not significantly different in attrition rate than other students that were counseled.

The results indicate that self-awareness classes can lower the attrition rate of college freshmen. The results also indicate that attitudes are an important factor in ability to remain in college and that those attitudes can be effected through self-awareness classes. This study showed that students who do not seek help (non volunteers and non attenders of the orientation meeting) can in fact be helped by selecting them for self-awareness classes. Order No. 73-1649, 141 pages.

THE EFFECT OF VOCATIONAL AWARENESS GAMES ON THE SELF-CONCEPTS OF SIXTH GRADE STUDENTS

Gilbert Charles GOCKLEY, Ed.D.
The University of Rochester, 1973

The purpose of this study was to investigate certain vocational awareness games which are based on developmental concepts. It dealt with the individual's exposure to, and exploration of, selected conditions in vocational development, emphasizing such factors as interests, abilities, attitudes, aspirations, values, life situations and life goals. These factors were approached from an internal frame of reference in which the individual explored his own feelings and ideas about himself. The vocational awareness games encouraged individuals to acquire a clearer conceptualization of self.

The experimental study was designed to investigate the effect of the vocational awareness games on the self-concepts of 50 suburban sixth graders. The subjects were classified in high, middle, or low I.Q. groups and randomly assigned to the control and treatment groups. The Piers-Harris Children's Self-Concept Scale was administered as a pre- and posttest measure. The activities for the experimental groups were thoroughly planned to give similar opportunities for student interaction and to create parallel classroom atmospheres.

The subjects in the treatment group were involved in a series of vocational awareness games during the ten-week research period. The games were sequenced as follows: (1) eight sessions with the Interest Continuum game; (2) thirteen sessions with the Life Situations game; (3) seven sessions with the Abilities game; and (4) five sessions with the Life Goals game.

The subjects in the control group were involved in non-vocational experiences. Since the vocational awareness games were enjoyable and involved student-student and student-teacher interaction, the control group activities were also developed and planned to be fun and to encourage interaction. The activities presented to the control group included an art project, science projects, selected educational portion games and various other educational activities.

To avoid teacher bias, the two participating teachers used a rotating system and were involved with both the treatment and control groups.

The two null hypotheses for the study were as follows: (1) there is no difference between the adjusted mean self-concept score for subjects exposed to the vocational awareness games and the adjusted mean score for subjects not exposed to the games (main effect hypothesis); and (2) there is no difference among the adjusted mean scores of the various treatment-by-mental ability combinations that cannot be attributed to the main effect itself (interaction effect hypothesis).

The statistical analysis for both hypotheses was the treatments-by-blocks analysis of covariance, with the pretest score as the covariable. The level of statistical significance was set at .05.

The analysis of the adjusted cell mean scores of the two groups yielded an F-ratio of 3.47 which was not significant at the .05 level. Therefore, the main effect hypothesis was retained. The interaction effect hypothesis can also not be rejected.

The data did, however, approach the 4.04 F-ratio needed for statistical significance, indicating the vocational awareness games might have had some effect on the self-concepts of the sixth grade students. The subjects with lower measured mental abilities who were exposed to the vocational awareness games had the largest self-concept mean score increase on the posttest. Also, the vocational awareness gaming seemed to be an enjoyable, educational experience for those participating.

School programs which emphasize self-concept growth seem important and necessary if students are to be prepared for the future. Vocational awareness gaming can be an enjoyable educational experience for those participating. If education is to be responsible for helping students become aware of various concepts of the world-of-work and for clarifying which concepts of self have personal meaning, then the vocational gaming approach shows some promise for being a "fun way" to gain these insights. Thus, school programs should be concerned with the development of positive self-concepts, and vocational awareness games should focus on self-awareness and self-assessment rather than traditional approaches of studying occupational information. Order No. 73-25,871, 96 pages.

A COMPARISON OF THREE METHODS OF REDUCING TEST ANXIETY: SYSTEMATIC DESENSITIZATION, IMPLOSIVE THERAPY, AND STUDY COUNSELING

Richard Dennis CORNISH, Ph.D.
The University of Wisconsin, 1972

Supervisor: Associate Professor Josiah S. Dilley

Systematic desensitization, implosive therapy and study counseling have all been shown to be effective means of reducing test anxiety. An addition, systematic desensitization has been compared with study counseling and shown to be more effective in reducing test anxiety. Implosive therapy had not previously been compared to other methods. This study compared all three methods for effectiveness on self report, performance, and physiological criterion.

Thirty-nine undergraduate college students who had volunteered for a program designed to reduce test anxiety were randomly assigned to four groups; a systematic desensitization group (SD), an implosive therapy group (IT), a study skills group (SS) and a no-treatment control group (C). The design for the self report and physiological data was a Post-test Only Control Group Design. The design used for the performance data was a pretest-posttest Control Group Design. A followup questionnaire was sent to students after they had completed their final examinations for the semester in which they participated in the anxiety reduction program.

Analyses of variance on the physiological and performance data showed that the four groups were not significantly different from each other. Analysis of variance of the self report data yielded a significant difference. Subsequent Scheffe comparisons showed that in terms of self reported test anxiety the SD group scored significantly lower than all the other groups and that the IT group scored significantly lower than the SS group which did not differ significantly from the C group. Although the differences were not significant, and in some cases slight, all three treatment groups showed greater GPA gains than did the C group.

An analysis of the followup questionnaire indicated that students in all three treatment groups felt the program they had participated in had reduced their test anxiety and had helped to raise their grades. Order No. 73-9193, 58 pages.

A COMPARISON OF THE STATED ENERGY COMMITMENTS OF MORE ACTUALIZED AND LESS ACTUALIZED BALL STATE UNIVERSITY SENIOR GIRLS

Samuel William DICKSON, Ed.D.
Ball State University, 1971

Adviser: Joseph W. Hollis

The purpose of this study was to compare the differences in energy commitments between a group of more actualized individuals and a group of less actualized individuals. Level of self-actualization was determined by means of the Personal Orientation Inventory by Everett Shostrum and energy commitment level was assessed by means of an individual interview developed by Hollis and Hollis. The study was an investigation along lines of theory in energy commitment by Hollis and Hollis.

Energy commitment as defined in this study is the planned use of time and energy directed toward the maintenance or accomplishment of some level of desired action or feeling. Energy commitment is divided into three general categories: direction, strength (thrust), and flexibility. The direction category was subdivided into three sub-categories: people, objects, and ideas. Further subdivision of the major category of thrust yields the categories of priority of commitment, force of commitment, and amount of energy necessary for maintenance of commitment.

The population selected to be inventoried by the Personal Orientation Inventory was required to be female, thirty years old or less, a senior at Ball State University, caucasian, unmarried, Indiana resident, and not engaged in student teaching or internship during the quarter of the study. One hundred fifty students who met the criteria were inventoried to establish a range of actualization scores. The actualization score was a combination of inner directed scale and time competence scale raw scores from the POI. The students with the highest twenty-five scores were known as the more actualized group and students with the lowest twenty-five scores were known as the less actualized group. Each of the fifty individuals was assessed by means of a standardized individual interview to determine her energy commitments.

Eight hypotheses were proposed relating to the difference between groups based upon direction of the commitments, force of the commitments, amount of energy required to maintain the commitments, flexibility of the commitments, and hypothetical energy commitments.

The treatment of the data included use of t-Tests to compare the mean values of each group on sub-categories, chi square in assessing significance of differences in frequencies, and subjective observation of differences in summaries of results.

No differences which could be labeled significant were found when the direction, force, amount, and flexibility categories of the two groups were compared. The two groups differed in the events which could hypothetically interfere with energy commitments. No significant difference was found in the conditions which kept each individual from committing hypothetical energies. Both groups saw the antecedents which brought about their energy commitments similarly. When boundaries and restrictions were removed which would limit the individual, the groups were very dissimilar in the hypothetical energy commitments identified.

None of the t-Test and chi square results were statistically significant at the .05 level. However, a thread of similarity was maintained in all categories in the difference between the two groups and their commitments to objects when the means of groups were compared on commitment priority, force, amount of energy required to maintain the commitment, and flexibility. This was a finding which was neither hypothesized nor expected in the comparatively large amount observed. This finding led the investigator to indicate the need for a measure of energy commitment of greater refinement with which the nature of the observed differences could be subjected to closer scrutiny.

Order No. 71-18,669, 127 pages.

A STUDY OF AFFECTIVE CHANGE IN ELEMENTARY SCHOOLS IMPLEMENTING INDIVIDUALLY GUIDED EDUCATION

Floyd Henry EDWARDS, Ed.D.
University of North Carolina at Chapel Hill, 1972

Supervisor: Neal H. Tracy

The purpose of this study was to determine if the implementation of a program of Individually Guided Education (IGE) in selected elementary schools influenced factors in the affective domain expressed as interests, appreciations, attitudes, values and emotional sets or biases in sixth grade students and their classroom teachers.

The central question in this research effort was whether or not organizational patterns influence the attitudes of individuals within the organization. More specifically:

1. What effect, if any, does the multiunit organizational model have on teachers' attitudes toward education?
2. What effect, if any, does the multiunit organizational model have on student attitudes toward school?
3. What effect, if any, does the multiunit organizational model have on student attitudes toward learning?
4. What effect, if any, does the multiunit organizational model have on student attitudes toward peers?
5. What effect, if any, does the multiunit organizational model have on student self-concept?

Five null hypotheses were formulated in order to facilitate statistical treatment.

The student population consisted of twelve intact classrooms of students (N= 394) in their sixth year of school in six different elementary schools. Three of the schools were organized as multiunit schools, and three were organized as self-contained classroom schools. The teacher population for the study consisted of intact faculties of the six elementary schools.

Faculty attitude data were gathered by means of the Kerlinger Attitude Toward Education Scale VII. Student attitude data were gathered by administering four attitude scales developed by /I/D/E/A/ and the Center for the Study of Evaluation of Instructional Programs. All data were treated by the ANCOVA and t-test for Correlated Means programs in the Computer Center at East Tennessee State University.

Two null hypotheses were rejected; three failed to be rejected. The analysis of the data generated by this study seemed to warrant the conclusions that the environment of the IGE schools in this study was more conducive to the development of favorable student attitudes toward school and toward peers than that of the traditional schools. The evidence concerning teacher attitude toward education, student attitude toward learning, and student self-concept, although tending to favor the IGE schools, was inconclusive. Order No. 73-16,464, 129 pages.

A COMPARISON OF TERMINAL GOAL ATTAINMENT OF HIGH ABILITY, LOW ACHIEVING ADOLESCENT MALES UTILIZING TWO METHODS OF COUNSELING

James Donald FENN, Ed.D.
University of Massachusetts, 1973

METHOD AND OBJECTIVES

This ten-week program for underachievers is one of the first attempts to utilize a written contract in a high school guidance program.

The study was designed to improve the total functioning level of randomly selected tenth and eleventh grade male underachievers from two urban comprehensive high schools. The population consisted of twenty experimental subjects and twenty controls. The controls were counseled in the normal manner except that they were seen on a weekly basis so that the time factor for both groups would be constant.

There were four criteria measures considered in a post-test only statistical design (analysis of variance). These were: (a) report card grades in the four subject areas of English, Mathematics, Social Studies, and Science; (b) attendance; (c) personality ratings as judged by the teachers of the four subject areas; and (d) attitudes toward the learning atmosphere as determined by the students. Personality ratings were measured by the Personality Record, while learning atmosphere attitudes were gathered via the Learning Atmosphere Attitude Scale.

The project consisted of ten weekly counseling sessions which were designed to help students improve in their goal

selected area chosen from a list of ten possible alternatives. This "goal-selection-list" was derived from a pre-study survey of 133 non-population high school students enrolled in summer school.

Once the student signed his contract, he was obligated to meet with his counselor for one academic period per week over the ten-week marking period. For the experimental population, the sessions were devoted to the completion of ten mini-assignments that were directed toward improvement in the selected area of weakness. These mini-programs also included progress charts which gave the students feedback as to the level of goal achievement over the ten-week period. The goal areas ranged from reading, study, and homework skills to getting along better with teachers and other students.

FINDINGS

Analyses of the four proposed hypotheses failed to reach significance, so that the null hypotheses of no differences between means could not be rejected. In spite of this, two of the hypotheses (personality and attitude) revealed a near-significant effect. In addition, a highly significant ($p < .01$) interaction effect was achieved relative to scores on the Learning Atmosphere Attitude Scale. This indicated that under certain conditions, contract counseling can be effective in improving school attitudes of high ability, low achieving tenth and eleventh grade males.

It was the author's feeling that the limited results were a function of the newness of the method, and a lack of refinement of instruments, rather than faulty hypotheses.

In addition to the analysis of variance results, several non-statistical findings were obtained via a post-study questionnaire administered to the contract students and counselors who participated in the study. Among the tentative conclusions suggested here were the following: 1. Contract counseling helps to clarify the student and counselor role in a counseling relationship. 2. Contract counseling provides observable and measurable goals of both an enabling and terminal nature. 3. Contract counseling assures more frequent and more regular counseling sessions between student and counselor. 4. Contrac counseling establishes visible measures of student progress toward a specifically designated area of weakness. 5. Goals for counseling can be defined in behavioral terms. 6. Students and counselors can achieve mutual agreement for objectives in counseling. 7. Contract counseling provides accountability for both student and counselor.

Order No. 73-14,633, 261 pages.

A PROCESS ANALYSIS OF CHANGES IN POSITIVE AFFECT IN A WEEKEND LABORATORY TRAINING GROUP

Joyce Alexander FORD, Ph.D.
Kent State University, 1972

Director: Virginia P. Harvey

The major purpose of this study was to look at the process of change in the dimension of positive affect as participants moved through a weekend laboratory training experience. Included in the study were session by session analyses of changes in positive affect in individual participants, as well as session by session analyses of total group changes.

The participants for the study were students from Kent State University who were enrolled for Winter Quarter, 1972. The two trainers met the standards defined by the NTL Institute for Applied Behavioral Science. The observers were three full-time doctoral students in counselor education.

The investigation was designed as an exploratory field study. Multiple systems of assessment were employed, in order to determine variations in developmental trends in the dimension of positive affect. Data was generated by the utilization of a one-group repeated trials format, and hypotheses were generated from the data analysis. The instruments that were used in the study included the Affect Scale, Form B; the Multiple Affect Adjective Checklist; and the Three Construct Scale. The MAACL has been validated for three dimensions of negative affect. Its inclusion in this study was for purposes of effecting validation for dimensions of positive affect. Administration of the instruments occurred at the termination of each session of the weekend experience, a total of five. In addition, the Affect Scale and MAACL were administered immediately prior to the outset of the weekend, in order to obtain a base measure.

The basic statistical procedures utilized in the investigation were factor analysis of the MAACL, the Pearson Product-Moment correlation coefficient and the Spearman rank correlation coefficient. The following correlations were derived:

1. Multiple correlations reflecting intercorrelations between self/peer/trainer/observer ratings on the Three Construct Scale.
2. Multiple correlations reflecting intercorrelations of total scores on the Three Construct Scale, MAACL, and Affect Scale.
3. Correlations between subscale ratings on the MAACL and TCS. An analysis of the data yielded the following results:

Group Developmental Trends: 1) mean levels of positive affect for participants as a group followed a comparable pattern on all three measures; 2) the highest level of participant group positive affect was manifested at the completion of the weekend experience.

Individual Developmental Trends: 3) some consistency was manifested by participants across the three instruments. Subgroups of two, three, and four were observed to follow comparable developmental patterns throughout the weekend experience; 4) the most notable trends were found in the three participants who were highly verbal group members. These individuals manifested higher levels of positive affect across the board, and in some instances, the changes in level from session to session were extreme when compared to the slight rises and falls of other participants' scores.

Validation of the MAACL: 5) the MAACL validation procedures resulted in the achievement of concurrent validity with the other two instruments used in the study. The attempt at factor analysis product mixed and inconclusive results.

In conclusion, the results of this study indicate that some comparability can be found across studies regarding group developmental trends. However, individual participants do not necessarily follow patterns of development similar to group patterns or similar to each other. The level of positive affect manifested by individual participants reached its highest point at the completion of the terminal session of the experience, as did the level of the total group. Finally, the methodology utilized in this study would seem to have relevance for future studies of small group process employing an exploratory field design.

Order No. 73-6620, 111 pages

SELF-ACTUALIZATION AND ENVIRONMENT: THE PERSONAL ORIENTATION INVENTORY AS A MEASURE OF PERSONAL GROWTH AMONG UNDERGRADUATES IN A LIVING-LEARNING COMMUNITY

Ellen Louise FRANKENBERG, Ph.D.
The Ohio State University in cooperation with Miami (Ohio) University, 1972

Adviser: Professor Joseph J. Quaranta

The purpose of this study was to identify aspects of the self-actualization process in college students which are related to environmental conditions. It emphasizes the social or environmental implications of Maslow's hierarchy of needs.

The development of self-actualizing individuals was explored in the context of a specific experimental living-learning community in a midwestern university. The experimental variables were the personality factors of the members of the experimental and control groups, measurable by the Personal Orientation Inventory (POI) and an academic year spent in the experimental setting. The experimental setting was an area of a dormitory in which approximately eighty undergraduate men and women re-defined themselves as an Experimental Living-Learning Community (E.L.L.C.), and adopted a set of

goals which explicitated values inherent in Maslow's paradigm of self-actualization.

Fifty members of the E.L.L.C. volunteered to participate in this study as members of the experimental group. The control group was a randomly selected group of twenty-eight male and female undergraduates living in the same dormitory, but not part of the experimental community. The research design was a pre-test post-test control group design.

It was hypothesized that the year's experience in the experimental environment would result in greater mean gain scores on the POI, a measure of self-actualization, for the experimental group in comparison to a randomly selected control group in the same dormitory. T tests for paired data were performed on each of the twelve scales of the POI, and the .05 level was adopted as critical. The resulting mean gain scores, and mean change scores of the differences between groups are reported.

The hypothesis was supported by greater mean gain scores for the experimental group on eight of the twelve scales of the POI: Inner Direction, Existentiality, Spontaneity, Capacity for Intimate Contact ($p < .001$); Self-Actualizing Value and Self-Regard ($p < .01$); Self-Acceptance and Acceptance of Aggression ($p < .05$). In addition, five scales indicate change scores for the experimental group which differ from change scores in the control group at or beyond the .05 level: Existentiality, Spontaneity, and Capacity for Intimate Contact ($p < .01$); Inner Direction and Acceptance of Aggression ($p < .05$).

In addition to the empirical measures of change, the experimenter engaged in participant observation within the community. Tape-recorded interviews with participants in E.L.L.C. were conducted, and quotations from these interviews are included in the descriptive data. Psychological as well as sociological concepts were integrated in the presentation of both empirical and descriptive data.

It was concluded that the process of re-definition of the environment within the experimental group did result in measurable growth towards self-actualization. Increased scores on the Inner Direction scale, designated as the strongest scale of the POI, occurred in relation to involvement with others beyond the self. Ordinary life experiences became sources of increased growth when shared in an environment which emphasized acceptance of all individuals, and the articulation of personal values. The emergence of "generativity," or responsibility for the others, among the student leadership of E.L.L.C. became an impetus for new levels of maturity.

The findings suggest alternative roles for counselors including the identification and development of growth-motivated individuals who may assume leadership among peers. Suggestions for further research are given.

Order No. 73-11,487, 172 pages.

INFLATED ESTIMATES OF ABILITY AND STUDENT ACHIEVEMENT

Madelyn Meier HEALY, Ed.D.
Columbia University, 1972

Sponsor: Professor Edmund Gordon

The expectancy which a student has regarding the outcome of his behavior has been described by social learning theorists as cognitively learned and a partial determinant of the approach behavior that he will use in attaining a goal. Other investigators have attached equal importance to such intrinsic characteristics as aspects of temperament or psychological set as shapers of expectancy and behavior. This study concerns itself with the modification of student expectancies by reported raised estimates of ability and by prediction of improved ability, and with subsequent change in scholastic ability and achievement.

It was hypothesized that students who received a raised estimate of ability would improve more in scholastic ability and achievement than would those who did not receive the raised estimate. It was also hypothesized that students who received a prediction of improved ability would gain more in scholastic ability and achievement than would those not receiving the prediction.

Tenth grade students were stratified into four groups according to ninth grade high and low grade point average and to average and low scholastic ability as evidenced by performance on the combined Verbal Reasoning and Numerical Ability subtests of the Differential Aptitude Tests taken during ninth grade. Students achieving over the 75th percentile were eliminated from consideration so that raised estimates could be reported.

Four treatments were randomly assigned to students in each stratified group. A total of 256 students in all groups received reports of their aptitude test scores, with treatment groups II and IV receiving scores raised 25 percentile points and groups III and IV receiving, in addition, a verbal prediction of improved scholastic ability.

Data for testing the hypotheses were in the form of retest scores on the Differential Aptitude Tests administered ten weeks later and of grade point averages evaluated seven weeks later. Difference scores were examined by analyses of variance using the variables of previous grade point average, initial test scores, sex, magnitude of reported score, and use of prediction.

The hypothesis that improved scholastic ability could be obtained by reporting raised estimates of scholastic aptitude was confirmed for all girls and for girls whose earlier aptitude test scores were low. An interaction between sex of the student and manner of reporting the score indicated that boys responded in a contrasting manner. Boys achieved higher test scores after real initial scores were presented and the effect was confirmed again for boys with low initial test scores.

The hypothesis that prediction of improvement would raise ability scores was not confirmed.

The hypothesis that increased scholastic achievement could be obtained by a prediction of improvement was confirmed for students having a previous high grade point average. Among these students, those with low aptitude scores were more responsive than those with average scores. Prediction of improvement was also more effective with students receiving real rather than raised scores.

The hypothesis that prediction of improvement would result in higher aptitude test performance was not confirmed.

The results of this study suggest that boys and girls react differently to appraisals of ability. Boys seemed to respond to the challenge of a low score; girls appeared sensitive to the expectancies of others and adopted others' evaluations. The transformation of a prediction of improvement into a self-fulfilling prophecy was possible only when the student had a positive expectancy based on past experience of high achievement.

Thus, the manner of presenting scholastic ability scores and the prediction of scholastic improvement can become significant tools for shaping learning expectancy and the resulting scholastic performance.

Order No. 72-17,213, 98 pages.

AN INVESTIGATION OF SELF-ACTUALIZATION AND HELPING EXPERIENCE IN RELATION TO PROVISION OF FACILITATIVE CONDITIONS IN HELPING RELATIONSHIPS

Ruthann Fox HINES, Ph.D.
University of North Carolina at Chapel Hill, 1973

Supervisor: Luther R. Taff

A large body of research evidence exists in support of the therapeutic value in helping relationships of the facilitative conditions delineated by Carl Rogers. The purpose of this investigation was to examine the relationships between ability to provide the facilitative conditions and self-actualization and previous helping experience of helping persons. The subjects were 43 residence hall assistants (RA's) at the University of North Carolina at Chapel Hill during the fall semester of the academic year, 1972-1973.

The instruments employed were the Personal Orientation Inventory (POI), as a measure of self-actualization, and Truax's Relationship Questionnaire (RQ), as a measure of the facilitative conditions. A questionnaire was also administered in order to obtain information on previous helping experience.

The subjects were classified as "High Self-Actualizing" (+SA) and "Low Self-Actualizing" (-SA) helping persons on the basis of scores on the POI and as "Experienced" (EX) and "Inexperienced" (INEX) on the basis of information obtained from the questionnaire. RA's were rated on the RQ by from two through five dorm residents (DR's) with whom they recently had worked in helping relationships, and mean ratings were computed for each RA on four scales of the RQ: Accurate Empathy (AE), Nonpossessive Warmth (NPW), Facilitative Genuineness (FG), and Overall Therapeutic Relationship (OR).

Data analysis techniques included multivariate analysis of variance and Bonferroni t tests.

The major research hypotheses tested were:

A. RA's classified as +SA helping persons will receive significantly higher mean ratings by DR's than will RA's classified as -SA helping persons on each of the following RQ variables: (1) AE, (2) FG, (3) NPW, and (4) OR.

B. RA's classified as EX helping persons will receive significantly higher mean ratings by DR's than will RA's classified as INEX helping persons on each of the following RQ variables: (1) AE, (2) FG, (3) NPW, and (4) OR.

C. There will be no significant interaction effects between RA's self-actualization level as measured by the POI and RA's experience level on the mean DR ratings for each of the following RQ variables: (1) AE, (2) FG, (3) NPW, and (4) OR.

D. RA's classified as +SA/INEX will receive significantly higher mean DR ratings than will RA's classified as -SA/EX on mean DR ratings for each of the following RQ variables: (1) AE, (2) FG, (3) NPW, and (4) OR.

Hypotheses A-1 through A-4 were supported ($p<.015$), i.e., -SA helping persons were perceived by the persons they helped as providing significantly higher levels of the facilitative conditions than were -SA helping persons. As hypothesized in Hypotheses C-1 through C-4, no interaction effects were found between self-actualization and experience on the facilitative conditions. Hypotheses B-1 through B-4 and D-1 through D-4 were not supported; however, all the observed differences were in the predicted directions.

A serendipitous finding was that self-actualization was related to cooperation in research. Significantly more +SA RA's completed their commitments to participation in the project than did -SA RA's. Order No. 74-5926, 210 pages

EFFECTS OF YOGA-THERAPY ON CONFLICT RESOLUTION, SELF-CONCEPT, AND EMOTIONAL ADJUSTMENT

Stephen Jeffrey JOHNSON, Ph.D.
University of Southern California, 1974

Chairman: Professor Schrader

Purpose: The purpose of this study was to examine the effects of Yoga-therapy on three main areas: (1) conflict resolution; (2) self-concept; and (3) emotional adjustment.

Problem: The problem was to validate the concept of using Yoga-therapy as a psychotherapeutic tool, as well as the intent of opening the door to further examination of the psychotherapeutic effectiveness of Yoga, Transcendental Meditation and the like.

Review of Literature: A review of the literature included research in control over autonomic functions, research on Hatha Yoga and research on Yogic meditation. The studies reviewed indicate that there are measurable changes, in many instances, of reactions ordinarily not subject to voluntary control, among many practitioners of Yoga. These cited investigations also pointed to links between the learned control of specific bodily activities and resultant subjective experiences. Evidence further supports certain physiological benefits, in addition to implications for favorable emotional gains, incurred through the practice of Yoga.

Methodology: The research paradigm employed in this study was experimental, incorporating a pre- and posttest control group design. A stratified random assignment of subjects to groups and random assignment of groups to experimental and control conditions were performed. Membership and participation in a Yoga-therapy group, as opposed to the absence of such membership and participation, was the only variable purposefully manipulated. Measures of conflict resolution, self-concept and emotional adjustment were the dependent variables which had hypothesized relationships to the independent variable. The Conflict Resolution Inventory and the Tennessee Self Concept Scale were scored and the results were transferred to punched cards for computer analysis.

Statistics: Pretest scores were subtracted from posttest scores to achieve a measure of change. These scores were then subjected to a t-test to determine whether significant differences existed between experimental and control groups within the .10 level of significance.

Findings: The results indicated that the experimental group made significantly greater gains: (1) in ability to resolve conflict; (2) on seven out of ten subhypotheses related to self-concept; and (3) on four out of six subhypotheses related to emotional adjustment.

Conclusions: The following conclusions seem to be warranted: Yoga-therapy is an effective method of stimulating positive changes: (1) in participants' ability to resolve conflict between actual and desired behavior; (2) in participants' self-esteem, identity, self satisfaction, perception of own behavior, perception of physical self, moral-ethical self, and personal self; (3) in participants' defensiveness, emotional adjustment, personality disorder, and neurosis.

There is evidence to support the contention that: (1) persons meeting specified criteria would benefit from participation in Yoga-therapy; and, (2) Yoga-therapy has application as a psychotherapeutic technique.

Recommendations: Based on the above findings and conclusions, the following recommendations may be made: (1) It is suggested that the present study be replicated to test the effects of Yoga-therapy on a variety of populations (i.e., alcoholics, drug addicts, prison inmates, persons with physical disabilities, etc.). (2) It is suggested that studies be conducted to test the effects of different types of Yoga on a variety of populations. (3) It is further suggested that studies be conducted utilizing a variety of measuring instruments to test the effects of Yoga-therapy. Order No. 74-9069, 135 pages

THE EFFECTIVENESS OF GROUP SYSTEMATIC DESENSITIZATION VS. COVERT POSITIVE REINFORCEMENT AS UTILIZED BY PARAPROFESSIONALS IN THE REDUCTION OF TEST ANXIETY IN COLLEGE STUDENTS

Marion Paul Anthony KOSTKA, Ed.D.
West Virginia University, 1973

The purpose of this study was to compare the relative effectiveness of two treatment techniques designed to reduce test anxiety in college students. Both techniques were administered by paraprofessional personnel using standardized treatment manuals in an attempt to document further their value. Three groups were compared in this study: a group exposed to a modified systematic desensitization treatment (SD group); a group exposed to a modified covert positive reinforcement treatment (CPR group) and a no treatment control group.

The treatment groups consisted of randomly assigned subjects who identified themselves as test anxious in response to a multi-media advertising approach. The control group was selected from students enrolled in two psychology courses who were identified as test anxious by the Suinn Test Anxiety Behavior Scale (STABS) and the Alpert-Haber Achievement Anxiety Test (AAT).

All groups were administered the STABS and the AAT at pre, post and follow-up testing. At post testing, all groups were given a scrambled anagrams test as a performance measure. After the performance measure was administered, a modified Subjective Units of Disturbance Scale (SUD) was completed in an attempt to identify anxiety levels which existed during the performance situation. Pre, post and follow-up questionnaires were also administered to the treatment groups in an attempt to judge both felt improvements in test anxiety as well as satisfaction with each program. The follow-up was administered five months after treatment to ascertain if changes were maintained.

Hypothesis I predicted significant (pre) – (post) differences between the three groups in debilitating anxiety as measured by the STABS. No significant differences were found between the treatment groups but the SD group displayed a significantly greater decrease in test anxiety than the control group. No significant differences were observed between the CPR group

and the control group.

Hypothesis II predicted significant (pre) – (post) decreases in anxiety between the groups as measured by the debilitating portion of the AAT (DAAT). No significant differences existed between the treatment groups but both experienced significant decreases when compared to the control group.

Hypothesis III was concerned with (pre) – (post) increases in anxiety as measured by the facilitating portion of the AAT (FAAT). The only significant difference found was between the CPR and the control groups.

Hypothesis IV explored (pre) – (follow-up) decreases in STABS scores. No significant differences were found between the treatment groups but both experienced significantly greater decreases than the control group.

Hypothesis V predicted differential (pre) – (follow-up) decreases in DAAT scores for the three groups. No significant decreases were found between the treatment groups but both experimental groups decreased significantly more than the controls.

Hypothesis VI was concerned with (pre) – (follow-up) increases in FAAT scores. No significant differences were found between the three groups.

Hypothesis VII predicted differential performance of the three groups in the anagrams test under anxiety-arousing conditions following treatment. No significant difference was found between the CPR group and the control group but both successfully unscrambled significantly more anagrams than the SD group.

Differences in mean SUD score level (a measure of felt anxiety) between the groups were explored in hypothesis VIII. No significant differences were found to exist between the groups.

The study indicated that systematic desensitization and covert positive reinforcement when applied by paraprofessionals were equally effective and superior to a no treatment control group in reducing test anxiety. The advantages of the two procedures as well as the limitations of the study (among others, small n and volunteer experimental groups versus a non-volunteer control group) were discussed.

Order No. 74-202, 238 pages

THE EFFECTS OF SYSTEMATIC DESENSITIZATION ON TEST ANXIETY, GENERAL ANXIETY, AND ATTITUDE TOWARD SCHOOL AMONG FIFTH-GRADE PUPILS

Devora Juster LAUTIN, Ph.D.
North Texas State University, 1973

The problem of this study was to investigate the effectiveness of systematic desensitization on test anxiety, general anxiety, and attitude toward school among fifth-grade elementary-school children.

Two fifth-grade classes, organized on the basis of heterogeneous grouping were selected to participate in this study. They were then randomly assigned to either serve as the experimental group or as the control group. Pre-post tests were administered to both the experimental and the control groups. Only the experimental group received desensitization.

The experimental group received eight one-hour sessions of desensitization, twice weekly, for a four-week period. Prior to the desensitization sessions, the "Test Anxiety Scale for Children," the "General Anxiety Scale for Children," and the "Attitude Toward School Scale" were administered to both the experimental and control groups. The Short Form Test of Academic Aptitude, Level 3 was administered to both groups by the school personnel prior to the study. The experimenter spent a session with the experimental group prior to the desensitization sessions, in the training of the group in relaxation, visualization, and in the construction of an anxiety hierarchy. A rationale for systematic desensitization was presented by the therapist to the experimental group, while the control group was simply instructed that they would be participating in a study.

The first session of systematic desensitization consisted of relaxation, visualization of a relaxing scene, and the presentation of the lowest anxiety-producing stimulus on the hierarchy. This procedure was repeated until a decrease in anxiety was experienced by the group with the presentation of the stimulus. The next higher item on the hierarchy was then presented. As anxiety was reduced upon the presentation of each item, the next higher item was presented, until the most anxiety-producing item was presented with a decrement in anxiety experienced by the group. Following eight one-hour sessions of desensitization, posttests of the "Test Anxiety Scale for Children," "General Anxiety Scale for Children," and "Attitude Toward School Scale" were administered to both the experimental group and the control group.

The analysis of the results failed to support the major hypothesis that there would be significant mean difference between the systematic desensitization group and the control group on the "Test Anxiety Scale for Children," the "General Anxiety Scale for Children," and the "Attitude Toward School Scale" following the desensitization sessions. The hypothesis that there would be a positive correlation between verbal ability scores on the Short Form Test of Academic Aptitude, Level 3 was also rejected after the analysis of the data. There were, however, indications that group systematic desensitization may be a useful technique in the reduction of test anxiety among elementary school children. Order No. 73-22,847, 91 pages.

A COMPARISON OF RELATIONSHIP COUNSELING AND RELATIONSHIP COUNSELING COMBINED WITH MODIFIED SYSTEMATIC DESENSITIZATION IN REDUCING TEST ANXIETY IN MIDDLE SCHOOL PUPILS

Bruce Gerald LESTER, Ed.D.
University of Virginia, 1973

The relative efficacy of Relationship Counseling and Relationship Counseling combined with Modified Systematic Desensitization in reducing that anxiety associated with test situations in middle school pupils (grades 5-8) expressing a desire for such anxiety reduction was investigated. In addition, the study evaluated the contribution of an Attention-Placebo control. Two criteria were used: the test anxiety scores as reported on the Test Anxiety Scale for Children (TASC), and an instrument requesting subject evaluation of the treatment received.

Subjects in this study were 26 students in the Campus School of the State University College at Oswego, New York. The subjects were randomly assigned to one of four groups: three treatment groups (Relationship Counseling; Relationship Counseling combined with Modified Systematic Desensitization; Attention-Placebo Control) and a No-treatment Control. Each subject in the three treatment groups was treated individually. The counseling sessions were audio taped and verified by two professional counselor-educators as consistent with the proposed model.

The three treatment groups were effective to some degree in reducing test anxiety when compared to the no-attention control group, but no one treatment was established as being of superior effectiveness. Nor did the efficacy of any treatment reach a level usually labeled statistically significant. However, there was a significant difference between all counseled subjects and non-counseled subjects in a comparison of pre-test and post-test TASC scores.

Further research in the area of effectiveness of integration of approaches is necessary with particular emphasis recommended toward identifying the most effective treatment for particular individuals. Order No. 73-24,998, 86 pages.

DIFFERENCES BETWEEN UNDER- AND OVERACHIEVERS AT A SMALL LIBERAL ARTS WOMEN'S COLLEGE

James Patterson LIDDICOAT, Ed.D.
Lehigh University, 1972

Purpose: Old and still persistent is the question of why some students achieve well in school and some achieve poorly. Research findings related to the variables associated with academic achievement are conflicting and inconsistent. While it can be said that intelligence is a factor, it must be admitted that intelligence is not the only thing which affects a student's academic achievement. It is common knowledge that some students with lesser measured abilities do better work in school than other students with greater measured abilities.

This discrepancy between potential and achievement signifies a group of students known as underachievers. The purpose of this study was to identify some of the factors which differentiate under- and overachieving women students at the college level. The results, hopefully, will be used to improve the prediction of academic achievement of students and to suggest needed counseling.

Specifically, this study investigated the relationship betweer academic achievement and a student's creative thinking ability, study habits and reading ability, achievement motivation, and personality traits. In addition, particular variables from the student's home and personal background were examined as possible factors affecting her academic achievement.

Procedure: A prediction equation was obtained by the regression technique using a student's rank in her high-school graduating class and her total score on the Scholastic Aptitude Test as the predictors and her first semester grade-point-average (GPA) as the criterion. Comparison of the predicted GPA with the GPA obtained by the student at the end of the first semester was the basis for identifying the under- and overachievers in the freshman class at Cedar Crest College, Allentown, Pennsylvania, in the fall, 1970. In addition to the groups of under- and overachievers, a group of "normal" achievers was included for the purposes of comparing and contrasting the findings related to under- and overachievement.

To gather data on the possible variables associated with academic achievement the following tests and inventories were used: Remote Associates Test of Creativity, Brown-Holtzmann Survey of Study Habits and Attitudes, Davis Reading Test, Herrenkohl's Achievement Motivation Survey, and the Bernreuter Personality Inventory. Additional data dealing with academic, biographical, and home factors were secured from the Office of the Registrar, Office of Admissions, and the background information section of Herrenkohl's Achievement Motivation Survey.

Performance on each of the tests and inventories was compared by the one-way design analysis of variance. Qualitative data which were not appropriate for analysis of variance were classified in contingency tables and tested for significance by Chi-Square.

Findings: Results of the tests and inventories revealed no significant differences between the groups in Reading Speed, Study Habits and Attitudes, the personality traits of Self-sufficiency and Confidence in Oneself, and all but one of the Achievement Motivation factors.

Significant differences ($P < .05$) were found in the results of the tests and inventories in Reading Comprehension, Creativity, the personality traits of Neurotic Tendency, Introversion-Extroversion, Dominance-Submission, and Sociability, and the Achievement Motivation factor of Threat of Failure. Assuming test validity, the typical underachiever can be described as being somewhat emotionally unstable, introverted, submissive, and non-social or independent. She is more creative, feels a higher threat of failure, and is lower in reading comprehension than her overachieving counterpart.

The X^2 test showed significant differences ($P < .05$) in the following variables: "who makes the decisions in the home," "type of secondary school attended," "desired level of education to be completed," and "expected first semester grades." More overachievers than underachievers reported that both parents made the important decisions in the home, while more underachievers than overachievers identified the father as the primary decision maker. More underachievers than overachievers desired to complete a lower level of education and more overachievers than underachievers reported they had received a private school education.

The difference in "expected first semester grades" was highly significant. Students who were to become the eventual underachievers indicated early in the semester that they expected to receive relatively low grades for the courses they were enrolled in while the students who were to become the eventual overachievers indicated they expected to receive relatively high grades. This particular finding may be useful to educators as they continue to search for ways to improve prediction of academic success and to identify as early as possible those students who might not achieve in accord with their measured abilities. Order No. 72-15,885, 134 pages.

CHANGES IN SELECTED PERSONALITY VARIABLES OF EDUCATIONAL AUXILIARY PERSONNEL ENROLLED IN A PSYCHOLOGY COURSE UTILIZING GROUP PROCESSES

Ronald Francis McVEY, Ph.D.
Fordham University, 1973

Mentor: Valda Robinson

The purpose of this study was to measure and describe changes in selected personality variables of adult educational auxiliary personnel attending college in a four year program leading to a Bachelor of Science degree in elementary education. The study included three groups: two groups participating in a one year course in developmental psychology designed to improve their understanding of self and others as well as understanding the growth processes of children, taught using small group discussion as the basic technique, and a control group of similar personnel from another metropolitan college taking no specific course. Selected participants were assigned to the three groups, with each group comprised of eight individuals. They attended classes from September through May.

In order to determine change as a result of the experiment, the California Psychological Inventory was administered to all subjects and the personality variables of self-acceptance, sociability, social presence, and self-control were measured. Furthermore, the participants were studied and rated by means of a pre- and posttest videotaped role playing situations: by a rating scale administered to each participant's immediate public school supervisor; by another rating scale and evaluation form for each participant in the experimental groups completed at the college by the director of the program and one faculty member; and by a recorded interview and a self-evaluation form completed by each participant included in the experimental groups.

Application of statistical techniques employing a pre- and posttest design with a control group indicated no significant change for any of the three groups in any of the four personality variables measured by the California Psychological Inventory. Also, analysis of the video-taped role playing situations, as judged by trained group leaders, showed no improvement having taken place for any of the three groups studied on any of the four aforementioned personality variables. Experimental data in the study indicated a consistent pattern of no change for the experimental groups and the control group on any of the factors being considered.

Examination of the descriptive material of this study attempted to identify and explain any personality changes that took place in the auxiliary educational personnel, after one year in college, as judged by supervisors at the public schools where the auxiliaries were employed. Analysis of the individual participants' ratings often showed improvement having taken place from fall to spring term, especially for those who had low ratings in the fall term. Those with high ratings maintained those ratings or improved slightly, too.

The auxiliary personnel in both experimental groups were also rated and evaluated by the director of the college they attended, by a college instructor, and by themselves. The data collected here indicated: (1) the director of the college program rated all the participants average or above in the four personality variables studied, and he attributed any positive change in self-acceptance or social presence to academic success; (2) the

college instructor also rated the auxiliaries in the experimental groups average or above average in the four personality variables, but saw no particular personality changes having taken place during the academic year: (3) almost all the auxiliaries, however, saw a positive change having taken place in themselves in self-confidence and self-respect, and most felt that other positive changes had taken place within themselves, personally, academically, and socially, because of their one year in college.

In the present study, apparently neither the small group teaching techniques, nor the regular college lecture techniques caused significant changes in the self-concept of adult educational auxiliaries. The auxiliaries themselves, however, reported that positive changes had taken place within and around themselves because they were attending college.

Order No. 73-16,052, 214 pages.

DEVELOPMENT AND VALIDATION OF TWO COMPANION INSTRUMENTS FOR MEASURING THE QUALITY OF "OPENNESS": THE O.M. SEMANTIC DIFFERENTIAL AND O.M. GRAPHIC

Virginia Hirning PEARLMAN, Ph.D.
Purdue University, 1972

Major Professor: Shelley C. Stone

The objective of this study was to develop a reliable, valid and theoretically sound instrument for measuring the quality of "openness" especially as pertains to behavior in groups. Openness was defined as being a broad construct involving a readiness and willingness to communicate one's own feelings and ideas to others and a receptivity to these sorts of communications from others.

The semantic differential technique was chosen for measuring the openness construct because of its strong theoretical and empirical base, its sensitivity, flexibility in application, amenability to factor analysis, and the promise shown in an initial classroom exercise. With the aid of various resource persons a semantic differential of 54 polar opposite terms, scaled from 1 through 7 and definitive of the quality of "openness," was devised. This was revised following a pilot study in the summer of 1971.

A reliability study was conducted in the fall, 1971 in order to determine the stability of the O.M. Semantic Differential as well as the O.M. Graphic, a scaled pictorial measure of the "openness" construct, designated as item 55. These companion instruments were administered to a sample of 163 persons, primarily students at Purdue University, on two occasions approximately two weeks apart. Test-Retest Pearson correlation coefficients on each of the 55 items were all statistically significant at or beyond the .01 level and therefore they were retained for further test development.

The data were then submitted to two factor-analytic procedures, Kaiser's varimax orthogonal rotations and oblique rotations. Test I of the former was utilized as a basis for constructing new factorial variables, of which there were 15. These variable clusters were regarded as being the most psychologically meaningful and more likely to be replicated in future studies. Test-Retest Pearson correlation coefficients of the new factorial variables were computed. Resulting stability coefficients were statistically significant at or beyond the .001 level.

One approach towards validating the O.M. was by means of a correlational investigation. The data were obtained in a T-group setting where openness is regarded as an important factor in a group's viability. Five 8 to 10 member T-groups, consisting of people of varied ages and backgrounds, were used in this part of the research. Each group member rated himself on all 55 variables. Those providing the criterion scores were group members, other than the subjects rating themselves, (Groups I-V) and observers (Groups III-V). Correlations between self-estimates and criterion group medians on the 15 factorial variables were computed. Despite variations in correlation coefficients and significance levels, the results indicate that the relationships were generally substantially better than chance. Further correlational analysis, based on various combinations of the data, yielded additional evidence of the O.M.'s discriminative facility and the underlying soundness of the test.

In addition, the O.M. was assessed positively in light of non-factorial evidence of construct validity, especially with regard to test-taking process, internal consistency, group differences, correlations, and to a lesser extent, changes in performance.

Recommendations for further research, test development, possible applications and implications were discussed. It was concluded that the O.M. could be regarded as a reliable and valid instrument and was therefore recommended for further use, especially as a research instrument.

Order No. 73-15,847, 134 pages.

EFFECT OF INTERPERSONAL ANXIETY REDUCTION, SELF-EVALUATION REINFORCEMENT, AND OVERT SELF-REINFORCEMENT AVAILABILITY ON COLLEGE STUDENT SUBSEQUENT SELF-EVALUATION AND SELF-REINFORCEMENT RESPONSES

RATE, Lyman Thair, Ph.D.
Michigan State University, 1973

The purpose of this study was to explore further self-evaluation and self-reinforcement response habits which have been identified as important aspects of self-control processes. More specifically, this study was designed to investigate the effect of (a) interpersonal anxiety reduction, (b) selective self-evaluation reinforcement, and (c) overt self-reinforcement availability upon subsequent self-evaluation and self-reinforcement responses.

The independent variable, interpersonal anxiety reduction, involved a procedure combining muscle relaxation and imagination of anxiety-provoking interpersonal situations. The self-evaluation reinforcement treatment variable consisted of a "counselor's" verbal and nonverbal expression of approval contingent upon either the subject's positive or negative (above or below average) self-evaluation rating questionnaire review procedure. The treatment variable, overt self-reinforcement availability, involved the presence of "reward" and "no reward" poker chips to be self-administered at the discretion of the subject following each response evaluation emitted during a measurement task procedure. Dependent variables consisted of (a) frequency of positive self-evaluations, (b) self-evaluation independence (number of evaluation disagreements between S and confederate), and (c) self-reinforcers administered. Each dependent variable was recorded during the measurement procedure which involved an ambiguous word-association judgment task in which both the subject and a confederate overtly evaluated word-associations emitted by the subject.

It was hypothesized that (a) increased interpersonal anxiety reduction would result in an increase in the frequency of positive self-evaluations in accordance with Aronfreed's (1964) hypothesized relationship between anxiety level and self-criticism, an increase in the number of confederate-subject disagreements (self-evaluation independence), and an increase in the number of self-reinforcers administered; (b) direct self-evaluation reinforcement would differentially effect the subsequent frequency of positive self-evaluations and self-reinforcers administered; and (c) the availability of overt self-reinforcers would result in more frequent positive self-evaluations emitted.

Forty-eight Michigan State University male student volunteers served as subjects for this experiment. Subjects were assigned randomly to one of the 12 cells generated by a 2 x 2 x 3 factorial design. This design consisted of two levels of Interpersonal Anxiety Reduction (Relaxation, Control), two levels of Overt Self-Reinforcement (SR, No SR), and three levels of Self-Evaluation Reinforcement (Above Average, Control, Below Average). Each S received one level of each of the independent variables, and these treatments were individually and consecutively administered.

Analysis of variance procedures were used to assess treatment effects. It was found that interpersonal anxiety reduction group differences were not significant with respect to (a) positive self-evaluations, and (b) evaluation disagreements. The relaxation group, however, administered significantly more

frequent self-rewards than the control group. No significant differences were shown for the self-evaluation reinforcement groups with respect to either (a) positive self-evaluations, or (b) self-reinforcements. Overt self-reinforcement groups were found not to differ significantly with respect to positive self-evaluations.

Aronfreed, J., The Origin of Self-Criticism. Psychological Review, 1964, 71, 193-218.

Order No. 74-13,959, 86 pages.

CHANGES IN MEASURED SELF-ACTUALIZATION AS INFLUENCED BY A GROUP COUNSELING PROCEDURE

William Files SHOEMAKER, Ed.D.
Oregon State University, 1972

Adviser: Dr. Denis Baron

The problem of the study was to determine whether university students enrolled in a pre-service teacher training course and exposed to a group counseling procedure having as its major emphasis education in the affective domain could demonstrate a significant change in self-actualization when compared with similarly enrolled students who had not been exposed to the procedure. The investigation was designed to test the following hypotheses:

1. There will be a significant change in self-actualization in the group exposed to a group counseling procedure. The groups not exposed to a group counseling procedure will not evidence a change in self-actualization.
2. There will be a significant difference in growth toward self-actualization between the group exposed to a group counseling procedure and the groups not exposed to the procedure.
3. The posttest mean of the group exposed to a group counseling procedure will be similar to the mean of a clinically judged self-actualized sample. The groups not exposed to a group counseling procedure will not evidence posttest means similar to the mean of a clinically judged self-actualized sample.

The sample of the study was selected from undergraduate and graduates in Oregon State University registered during the 1970 Winter Term for the nine class sections of Educational Psychology. The sample consisted of 103 students assigned to two class sections of the investigator and to one class section of another instructor. Student placement in the classes was determined by the computed assisted registration procedure. The investigator was the facilitator in the experimental group (Group I) of 30 students (12 male and 18 female) and one control group (Group II) of 43 students (17 male and 26 female). Another instructor was the facilitator in the other control group (Group III) of 30 students (10 male and 20 female).

All sections of Educational Psychology were coordinated under a special grant titled, "Student Centered Educational Psychology: An Experiential Approach." The control groups received exposure to self-directed learning in and out of the class sectional meetings. The experimental group differed only in the class sectional meetings where they were exposed to experiential learning exercises. The class sectional meetings were two hours weekly for all three groups over a period of nine weeks. The experiential learning exercises were detailed for ease of replication.

The Personal Orientation Inventory (POI) was the instrument utilized for the measurement of growth toward self-actualization or positive mental health. The instrument was administered under pre and posttest conditions to all three groups. The pre-posttest gains on the Inner Directed (I) Scale were utilized for the testing of the three major hypotheses by means of one-tailed and two-tailed t tests. The .05 level of confidence was selected as the acceptable level of statistical significance.

Findings for the three hypotheses revealed there was an increase in self-actualization for the experimental and two control groups which was significant at the .001 level for all three groups. There was no significant difference in growth toward self-actualization between the experimental and two control groups; and the pre-test means were similar to a normal sample for all three groups while the experimental and one control group (Group II) showed posttest means similar to a clinically judged self-actualized sample.

In the experimental group growth producing effects were chosen by a facilitator with the intent of providing experiences in the affective domain which would result in growth toward self-actualization for college students in a pre-service teacher training course. In the two control groups college students in a pre-service teacher training course were given the opportunity to direct their own learning and chose experiences which resulted in their growth toward self-actualization. The effectiveness in terms of growth toward self-actualization of the two methods seems to have been demonstrated. Although differential effects relative to the hypotheses were not generally indicated, some differences appeared which were related to sex, tutoring, and to growth toward a level of clinically judged self-actualized status in the case of the experimental group.

Order No. 72-7696, 115 pages

A STUDY OF THE EFFECTS OF AN AFFECTIVE CURRICULUM PROGRAM ON THE AWARENESS, SELF-CONCEPT, AND SOCIAL INTERACTION OF FIRST GRADE STUDENTS

David Raymond SWEANEY, Ph.D.
The University of Alabama, 1973

Purpose of the Study

The specific purpose of the study was to determine the effects of Bessell and Palomares' Human Development Program on the awareness, self-concept, and social interaction of a selected group of first-grade students in a public school setting. A more general and far-reaching goal of the study was to evaluate the potential of an affective curriculum supplement as a technique for use in a developmental counseling program.

Design of the Study

The Human Development Program was examined by means of an experimental group of first-grade students who participated in the program during the 1972-1973 academic year and a control group of first graders who experienced the regular first-grade curriculum. Measurements of student awareness, self-concept, and social interaction were made during October and again in April to determine any change in affective behavior that might have occurred during the school year.

The Awareness Picture Test was developed by the author to assess changes which might occur in student awareness. Each subject was presented with a series of pictures showing children engaged in a variety of activities. The children were then asked to respond to twelve standardized questions concerning the thoughts, feelings, and anticipated action consequences of the behaviors he observed in the pictures. Each child's answers were tape recorded and judged for overall quality by three trained evaluators.

The Thomas Self-Concept Values Test was administered to the students in both groups during October and April to detect changes in self-concept which might have occurred during this time period. Each of the four subscales on the test: Self-referent, mother-referent, teacher-referent, and peer-referent self-concept was assessed to detect any change in pattern or elevation of the scores.

Direct observation of student behavior within the classroom was used to evaluate the impact of the Human Development Program on social interaction. Three independent observers were trained to evaluate and classify four behaviors which might be exhibited by the first-grade students participating in this study: aggression, resistance, nurturance, and cooperation. The children were observed individually by each observer for one one-half hour time period, and every occurrence of each of the four experimental action modes was classified and recorded. A statistical comparison of the pre- and post-behavioral frequencies was then made to determine any change in social interaction skills that might have occurred within the two groups.

Statistical Analysis

Cattell coefficients of profile similarity were used as indices of pattern separation or overlap of measurements taken

in each of the three areas of the study. This global profile evaluation was complemented by a discriminant function analysis of individual sets of scores yielding a series of univariant F ratios. The criterion of rejection was established at the .05 level for all statistical data obtained in this study.

Conclusions

Statistical analysis of the data obtained from this study suggests the following conclusions:

1. Students who had been exposed to the Human Development Program during first grade were not significantly different in self-awareness from those students participating in the regular first-grade curriculum.
2. Students who had been exposed to the Human Development Program during first grade were not significantly different in self-concept from those students participating in the regular first-grade curriculum.
3. The impact of the Human Development Program on the social interaction behavior of the experimental students is questionable since significant differences were found to exist between the experimental and control groups on the pretest measures of this variable. Hence the two groups cannot be considered as equivalent in respect to this particular variable.

Order No. 74-9396, 139 pages.

THE EFFECTS OF THE HUMAN POTENTIAL SEMINAR UPON COUNSELOR EDUCATION STUDENTS' LEVEL OF SELF-ACTUALIZATION AND ABILITY TO DISCRIMINATE FACILITATIVE CONDITIONS

TUCKER, Mary Ann, Ed.D.
University of Virginia, 1974

The present study proposed to explore the effects of the Human Potential Seminar upon the level of self-actualization in graduate counselor education students. In addition, the study examined the effect of the HPS upon ability to discriminate facilitative conditions and the relationship of self-actualization and discrimination ability.

Three major questions were formulated for the investigation of these effects. Does the Human Potential Seminar: (1) Increase the participants' level of self-actualization, (2) increase the ability to discriminate facilitative conditions, and (3) is there a relationship between the measure of self-actualization and discrimination ability?

In order to test these questions, a total of 40 volunteers from counselor education classes were assigned to experimental and control groups. All subjects were pre and post tested using the Personal Orientation Inventory and Carkhuff's Discrimination Index. The treatment of the experimental group was participation in the exercises of the Human Potential Seminar, a highly structured group experience. The control received no treatment and attended classes as usual.

The obtained data were analyzed by use of independent t-tests, correlated t-tests, and Pearson's Product moment correlation. The findings of the study indicated that the Human Potential Seminar participants increased their level of self-actualization significantly and further, that the gains were significantly greater than those of the control group. The ability to discriminate facilitative conditions increased significantly in both the experimental and control group. A significant relationship was found in self-actualization and discrimination ability.

In view of the findings, the implications for the study suggest that professional training programs should offer the opportunity for the professional and personal growth experiences stimulated by a Human Potential Seminar.

Order No. 74-12,579, 91 pages.

EFFECTS OF THE HUMAN POTENTIAL SEMINAR ON THE SELF CONCEPT, ACADEMIC ACHIEVEMENT AND SOCIAL ADJUSTMENT OF COMMUNITY COLLEGE FRESHMEN

James T. VARELAS, Ed.D.
State University of New York at Albany, 1973

College counselors and student personnel workers are primarily concerned with the development of the personality and social relationships of college students (Sanford, 1967; Williamson, 1961; Wrenn, 1962). Their task is to assist the student as he seeks to "become all he is capable of becoming" during this often difficult transition period.

During the 1960's, college students across the nation sought meaningful personal experiences through participation in a variety of group experiences. Presently, group experiences of all types are being used as training tools for counselors and student personnel workers (O'Banion, 1968). Group methods are being implemented at an increasing rate in many of our nation's community colleges. Their expected aim is to help students understand themselves more fully and to learn to relate to their classmates in a more rewarding manner (McHolland, 1968).

The purpose of this study was to investigate, in a controlled manner, the effects of one group process, the Human Potential Seminar, on a sample of community college freshmen. The investigation addressed itself to the question: Is the Human Potential Seminar group process an effective treatment in improving the self-concept, academic achievement and social relationships of a sample of randomly selected community college freshmen?

The sample consisted of 95 community college freshmen. Subjects were assigned randomly to three experimental groups, two placebo groups, and one control group. The treatment, the HPS group process, was given only to the three experimental groups. The data were gathered by administering post tests to all subjects (experimental, placebo and control). It was hypothesized that the treatment would produce significant positive changes on the selected variables of the experimental group subjects.

The results of the treatment were measured by three instruments: Tennessee Self-Concept Scale, Adjustment Inventory-Student Form and the Student Questionnaire. Also, GPAs of each group were analyzed to determine if there were significant differences between groups in the academic achievement variable.

An analysis of the data revealed that there were no significant differences between groups on the self-concept, social adjustment and academic achievement variables. The Student Questionnaire results indicated a significant difference at the .05 level between groups on only one of the fifteen questions. Experimental group Ss reported that they were more active in clubs and activities outside of school than were the placebo and control Ss.

Implications for future research with the HPS were raised in the following areas: the need to replicate the study, rather than make a definitive judgment of the HPS based upon one attempt to determine its merit; the use of a variety of facilitators to determine the most effective type of HPS group facilitator; the need to increase the number of HPS treatment sessions; and finally the need for further research with different instruments to observe other selected personality variables of group Ss.

Order No. 73-24,381, 82 pages.

A COMPARISON OF TWO ENCOUNTER GROUP APPROACHES IN PROMOTING PERSONAL GROWTH AND SELF-ACTUALIZATION

William Kennedy VENINO, Ed.D.
The University of Mississippi, 1973

Director: Grady E. Harlan

This study was designed to compare the effects of led programmed encounter groups with led non-programmed encounter groups in promoting personal growth and self-actualization. The following questions were of primary concern:

1. Is there a difference on the mean scores on the Personal Orientation Inventory among groups (programmed, non-programmed and control) and all other comparisons on each of the 12 scales?

2. Is there a difference on the self ratings between programmed and non-programmed groups?

3. Is there a difference on the leader ratings between programmed and non-programmed groups?

From a sample of 73 students (57 graduate and 16 undergraduates), fifty-two were randomly selected and randomly assigned to one of eight treatment groups. Twenty-six subjects were assigned to one of four programmed encounter groups and 26 subjects were assigned to one of four non-programmed encounter groups. The remaining 21 subjects were assigned to the control group which received no encounter group experience. Four group leaders led one programmed group and one non-programmed group each totaling eight encounter groups.

Programmed groups were structured with ten personal awareness exercises which were introduced to the group every two hours to stimulate the group toward personal growth. The non-programmed groups were unstructured and utilized a non-directive approach.

Each group lasted 20 hours in time. All 73 subjects in the study were pre and posttested with the Personal Orientation Inventory. The group participants completed a rating scale devised for the study after their groups terminated. Group leaders also completed the questionnaire after groups terminated.

The analysis of covariance was used to determine how significant a change took place in group participants as a result of the programmed and non-programmed groups from the pre to the posttest on the POI. Results showed significant differences occurred on only one of 12 scales (Capacity for Intimate Contact Scale). The Scheffé Test for Multiple Comparisons indicated that a significant difference existed between the non-programmed groups and the control group on the Capacity for Intimate Contact Scale.

The Chi Square Test was used to determine the difference between the ratings of programmed groups and non-programmed group participants and leaders. Results showed that significant differences occurred on 11 of 13 questions indicating programmed group participants rated their group experience as more successful than non-programmed group participants. Leader ratings were also higher for programmed groups, although only three of 13 questions were rated significantly higher by group leaders for programmed groups.

In conclusion, the results of the rating scale by group participants and leaders proved within the limits of this study that personal awareness exercises utilized by a high functioning leader in encounter groups promote personal growth and self-actualization significantly more than a highly unstructured encounter group approach. Therefore programs could be devised for counseling and therapy groups or any group of individuals who share a common problem or concern.

Order No. 74-11,445, 80 pages.

A STUDY OF THE RELATION BETWEEN RISK TAKING AND VOCATIONAL BEHAVIOR

John Woods WAIDLEY, Ed.D.
New York University, 1972

Chairman: Professor Martin Hamburger

Risk taking as a problem in vocational development was studied as it related to: maturity of vocational attitudes, presence or absence of occupational decisions, confidence in occupational choice, level of occupational choice and level of curriculum choice.

Utilizing Atkinson's theory of the effect of achievement motivation upon risk taking behavior, hypotheses were formulated about the vocational behavior of extreme (high and low) and intermediate risk takers. It was hypothesized that: intermediate risk takers were more mature in vocational attitudes, more likely to have made occupational decisions and more confident of their decisions than were extreme risk takers. It was also hypothesized that intermediate risk takers would choose curricula which would lead to higher level occupations than would extreme risk takers.

Risk taking as a construct emerged from the literature as a subjective decisional activity which is expressed in two quite independent modes, either as an estimate of probability or as a preference for certain situations or goals (gains or losses).

The investigation examined both modes of risk taking behavior by testing a stratified random sample of male freshmen at Eastern Michigan University.

Data were also gathered about the students' maturity of vocational attitudes, curriculum, the presence of and confidence in their vocational choice, and the levels of the occupational and curriculum choice. The design of the study called for correlational analyses, using the correlation coefficient and the correlation ratio (Eta) as well as Tests of Proportion.

The hypotheses were not supported. Neither type of risk taking was related to vocational maturity, presence of decision, or confidence in choice. However, two relationships were significant. First, risk taking as an estimate of probability of success is related to level of occupational choice. Second, there is a relationship between the presence of specific occupational choice and maturity of vocational attitudes.

In general the investigation offered evidence that risk taking as an estimate of probability of success is related to the quality of decision rather than to the presence or absence of the decision itself.

Order No. 73-8208, 145 pages.

FACTORS INFLUENCING CHANGES IN AFFECTIVE SENSITIVITY AND SELF-ACTUALIZATION AS THE RESULT OF A T-GROUP EXPERIENCE

Joseph Francis ZELENSKI, JR., Ph.D.
Southern Illinois University, 1972

During the past few years, much of the research in counseling has attempted to isolate and to study the essential variables when students who receive a structured motivation program are compared to students who participate in a non-structured group activity and students who receive no treatment?

3. What differences in scholastic achievement will occur when students who receive a structured motivation program are compared to students who participate in a non-structured group activity and students who receive no treatment?

4. What differences, if any, will occur in self-actualizing attitudes motivation toward school scholastic achievement and among comparison groups after a six-week Post-wait period?

5. What effects, if any, will the artifact of testing have on the comparison groups?

Procedure: The population for this study included 150 eleventh grade students enrolled at the Dean Attendance Center, Leland Consolidated School District, Washington County, Mississippi, during the 1971-72 school year. From this population, eighty students were randomly selected and assigned to four groups of twenty students as follows:

Group E_1 participated in a structured motivation program for a twelve week period, meeting each day for fifty minutes during the regular school day.

Group E_2 met for fifty minutes per day each school day for a period of twelve weeks in a non-structured counseling group.

Group C_1 was a group of students who completed the research instruments as did the experimental groups, but did not participate in any type of program.

Group C_2 was a group of students who received testing only at the end of a six week Post-wait Period. These students did not participate in any type of program.

The format of the study was essentially that of an experimental design which covered two consecutive periods. The first twelve weeks was known as the Treatment Period and referred to a period of time during which Group E_1 participated in a programmed motivation experience, while group E_2 experienced a non-directive student centered group orientation. The six weeks following this period was known as the Post-wait Period during which no contact was made with any of the participants.

The Personal Orientation Inventory, the Junior Index of Motivation and grade point average provided dependent variable data and these results were analyzed by analysis of variance procedures.

Conclusions: Based on findings of this study, the following major conclusions were made:

1. By the end of the 12 weeks Treatment Period, significant differences did not occur among groups included in the study either in terms of POI scores, JIM Scale scores or grade point averages. Although some increases or changes did seem to be occurring, differences in groups were not significant at the .05 level.

2. Significant changes did occur in grade point averages and on JIM Scale scores by the end of the Post-wait Period. This finding suggests that perseverence occurred after the termination of the motivational program, ultimately reflecting significant changes in attitudes toward school and in grade point averages.

3. When the two control groups were compared, no significant differences occurred, which supported the conclusion that the artifact of testing was negligible.

Order No. 73-5595, 57 pages.

THE EFFECT OF VOCATIONAL AWARENESS GAMES ON THE SELF-CONCEPTS OF SIXTH GRADE STUDENTS

Gilbert Charles GOCKLEY, Ed.D.
The University of Rochester, 1973

The purpose of this study was to investigate certain vocational awareness games which are based on developmental concepts. It dealt with the individual's exposure to, and exploration of, selected conditions in vocational development, emphasizing such factors as interests, abilities, attitudes, aspirations, values, life situations and life goals. These factors were approached from an internal frame of reference in which the individual explored his own feelings and ideas about himself. The vocational awareness games encouraged individuals to acquire a clearer conceptualization of self.

The experimental study was designed to investigate the effect of the vocational awareness games on the self-concepts of 50 suburban sixth graders. The subjects were classified in high, middle, or low I.Q. groups and randomly assigned to the control and treatment groups. The Piers-Harris Children's Self-Concept Scale was administered as a pre- and posttest measure. The activities for the experimental groups were thoroughly planned to give similar opportunities for student interaction and to create parallel classroom atmospheres.

The subjects in the treatment group were involved in a series of vocational awareness games during the ten-week research period. The games were sequenced as follows: (1) eight sessions with the Interest Continuum game; (2) thirteen sessions with the Life Situations game; (3) seven sessions with the Abilities game; and (4) five sessions with the Life Goals game.

The subjects in the control group were involved in non-vocational experiences. Since the vocational awareness games were enjoyable and involved student-student and student-teacher interaction, the control group activities were also developed and planned to be fun and to encourage interaction. The activities presented to the control group included an art project, science projects, selected educational parlor games and various other educational activities.

To avoid teacher bias, the two participating teachers used a rotating system and were involved with both the treatment and control groups.

The two null hypotheses for the study were as follows: (1) there is no difference between the adjusted mean self-concept score for subjects exposed to the vocational awareness games and the adjusted mean score for subjects not exposed to the games (main effect hypothesis); and (2) there is no difference among the adjusted mean scores of the various treatment-by-mental ability combinations that cannot be attributed to the main effect itself (interaction effect hypothesis).

The statistical analysis for both hypotheses was the treatments-by-blocks analysis of covariance, with the pretest score as the covariable. The level of statistical significance was set at .05.

The analysis of the adjusted cell mean scores of the two groups yielded an F-ratio of 3.47 which was not significant at the .05 level. Therefore, the main effect hypothesis was retained. The interaction effect hypothesis can also not be rejected.

The data did, however, approach the 4.04 F-ratio needed for statistical significance, indicating the vocational awareness games might have had some effect on the self-concepts of the sixth grade students. The subjects with lower measured mental abilities who were exposed to the vocational awareness games had the largest self-concept mean score increase on the posttest. Also, the vocational awareness gaming seemed to be an enjoyable, educational experience for those participating.

School programs which emphasize self-concept growth seem important and necessary if students are to be prepared for the future. Vocational awareness gaming can be an enjoyable educational experience for those participating. If education is to be responsible for helping students become aware of various concepts of the world-of-work and for clarifying which concepts of self have personal meaning, then the vocational gaming approach shows some promise for being a "fun way" to gain these insights. Thus, school programs should be concerned with the development of positive self-concepts, and vocational awareness games should focus on self-awareness and self-assessment rather than traditional approaches of studying occupational information. Order No. 73-25,871, 96 pages.